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ABSTRACT

A survey of graduates and students from the University of Maine at Augusta (UMA) was conducted in Spring 1980 to provide a profile of new and continuing students and to assess the vocational success of recent UMA graduates. The survey sample included: (1) 461 students selected from the entire UMA population; (2) 49 students enrolled in UMA's three-year public administration program; (3) 180 students in the three-year business administration program; (4) 130 students enrolled in the two-year nursing curriculum; and (5) 600 recent graduates from these vocational programs. The students, selected at random, were asked to provide information related to their personal characteristics, educational background, college choice, attendance patterns, educational and vocational objectives, and scheduling preferences. Data on graduates' characteristics, current educational and/or occupational pursuits and goals, and evaluation of UMA and the preparation they received were also collected. The survey report analyzes major findings for each respondent group based on a 52.4% response rate for students and a 32% response rate for graduates. Data tables provided throughout the report cross-index findings by sex, age, veteran's status, new or continuing enrollment status. Length of full- or part-time status. The questionnaires and item-by-item responses are appended. (JP)

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ED190187

UNIVERSITY OF MAINE AT AUGUSTA
OFFICE OF PLANNING, RESEARCH AND DEVELOPMENT
STODDARD HOUSE
AUGUSTA, MAINE 04330

A STUDENT PROFILE

(Showing Aspirations, conceptions and preferences with demographic data cross-indexed by sex, age, veteran status, new or continuing, length of time at UMA, full-time/part-time, day/night, UMA site attended, ultimate degree goal, current employment status and re-enrollment plans.)

July 18, 1980

JC 800 465

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INTRODUCTION

The Administrative Development staff of the Office of Planning, Research and Development, functioning under a Title III grant from the Strengthening Developing Institutions Program, has been assigned the primary responsibility for the development of a planning management information system. This study represents the staff's initial effort in the development of a student information base.

As described later in the Methodology Section, a questionnaire was considered to be the best way of securing the required data. A survey instrument had been developed by the National Center for Higher Education Management Systems (NCHEMS) which we modified for our use at UMA.

Subsequently, those responsible for the three programs at UMA which were identified for program review asked the researchers whether the data could be utilized for their purposes. They were looking for responses to such questions as:

1. Is the program working effectively in terms of program goals?;
2. Is it achieving the ends for which it was designed?;
3. Is its rationale appropriate to the needs of the students?;
4. To what extent does it provide a solid base of ..... knowledge?;

5. Does it provide students with the opportunity to acquire and experience that array of concepts, techniques and intuitive knowledge that will be the daily tools of their future work?;

6. Has the administration of the program been appropriate?;

7. What are the particular strengths and weaknesses of support staff and facilities?;

8. What is the degree of mastery of the program content?;

9. Are students adequately prepared for post-college activity?;

10. What is the demand for the program?;

11. What are retention and attrition rates?;

12. Were students prepared as promised?;

13. Where do students go and how well do they do?

Various questions were adapted to elicit responses which would allow these (and other) questions to be answered.

The four chapters of this report entitled Global Sample, Three-Year Degree in Public Administration Sample, Three-Year Degree in Business Administration Sample and Nursing Sample will report data that is applicable to new or continuing students.

Each of the chapters also contains appropriate data from Recent Alumni from both 1978 and 1979. Where applicable the alumni information has been analyzed by the program from which the respondent graduated.

An attempt will be made to analyze and correlate data between each of the samples in those areas where such correlations are valid.

It is planned later in the summer to publish a report on the perceptions of Former Students. Former in this particular case is a student who took a course in the spring of 1979 or the fall of 1979 but was not registered as a student in the spring of 1980.

All of these reports will create a base from which future and similar surveys can detect changes in students' perceptions and needs. The reports were prepared by staff of the Planning Office, Lester Davis and Cynthia Watson-Welch. Questions on this study may be directed to the Director of Planning, Research and Development, Dr. Philip R. Day, Jr., or to the principal researchers.

METHODOLOGY

The Global Sample was identified by first numbering in sequence the official printout of students in the spring 1980 term. There were 3230 names on that list. A set of 500 random numbers (range 0 - 3230) was generated by Texas Instruments Master Library Program (ML15). Thirty-nine numbers repeated in that program and were eliminated thus a sample composed of 461 remaining names was selected. The random number(s) then was used to identify directly the student(s) by number on the printout. Those names were marked with a blue asterisk(*) on the master file.

Students who were matriculated in the three degree programs involved in program review were identified and coded appropriately on the master file. One hundred percent of the students in the 3-year degree programs in Business Administration, Public Administration and the 2-year degree program in Nursing were specifically identified. A total of 180 BBA majors, 49 BPA majors, and 130 Nursing majors were identified and selected.

The instrument selected was an adaptation of both the New and Continuing Student Surveys developed by NCHEMS. Because of time restraints it was decided to combine these survey instruments for both new and continuing students. A specific question was added which would allow differentiation between the responses of "first time" vs. "continuing students".

The draft of the questionnaire was circulated among the Deans, Division Chairpersons, Directors and Special Services Staff. Responses from these people were incorporated, where applicable, and a "final" questionnaire was developed to be distributed to targeted students.

Additionally and through these discussions, it was decided to have the surveys administered in the classroom. This method was selected because of the potential for a higher response rate as well as the probability of a more rapid completion of the survey.

A number of instructors elected to allow the student to take the questionnaire home and return it at the next class. This unexpected variation in implementation proved to have an adverse effect both in the timeliness of the returns and in the overall response rates. (See following section for statistical validity and rates of response.)

The response sheet for the questionnaire was developed for optical scanning by the Office of Testing and Research at Orono. Due to technical difficulties the three program samples had to be hand-tabulated in order to provide a report to the Program Review Committee in a timely manner. This interim report was provided to the Committee and showed only frequency distributions and was limited in its analysis.

For this report the responses were optically scanned and analyzed on a program written specifically for this purpose.

The Recent Alumni Questionnaire was not adapted for scanning and was mailed to 276 1978 graduates and to 324 1979 graduates. Response rates are reported in the following section. It was analyzed utilizing "Basic Scan" after being key-punched at UMA.

The Report included herein has only "scratched the surface" of the data that can be made available to interested parties with specific or general questions concerning the 1979-80 student population. It is planned to offer to anyone with a need for information an opportunity to request such data from the Planning Office. The Planning Office will be preparing a series of Institutional Research Reports on areas not covered within this report throughout the summer and fall semester.

STATISTICAL VALIDITY

Following is a compilation in tabular form of the numbers of questionnaires delivered and returned.

SAMPLE	NUMBER SENT	NUMBER RECEIVED	PERCENT
Global	461	220	47.7
BPA	49	29	59.2
BBA	180	78	43.3
Nursing	130	103	79.2
Total	820	430	52.4
1978 Grad.	276	66	23.9
1979 Grad.	324	128	39.5

While the overall rate of return on the four new and continuing student surveys was good (52.4%), the sample size of the BPA group numerically was very small. It is to be noted in the following table that, as the sample size increases, the maximum error range decreases. The cut-off date for responses to be included in this survey was May 23, 1980. Surveys received after that date were filed and not included in the results.

The samples, thus, demonstrated the following statistical validities:

SAMPLE (percent)	CONFIDENCE LEVEL (percent)	MAXIMUM ERROR PLUS OR MINUS (percent)
Global	95	6.6
BPA	95	18.2
BBA	95	11.0
Nursing	95	9.6
1978 Grad.	95	12.1
1979 Grad.	95	8.6

Essentially what the foregoing means is that if we make an inference from the sample data that six percent of all two-year Nursing students are of Franco-American descent we are 95 percent certain that between 0 and 15.6 percent are in that group. Correspondingly, if we infer from the Global Sample that 50 percent of all UMA students are aware of services we are 95 percent certain that the true number of persons who are aware of services in the entire population is between 43.3 percent and 56.6 percent.

Validation tests have demonstrated results that are well within the enumerated parameters.

In many instances percentages do not add up to 100. This is primarily due to inappropriate multiple responses or other spurious answers.

STUDENT PROFILE

NEW AND CONTINUING STUDENTS

GLOBAL SAMPLE

DEMOGRAPHIC PROFILE

(Global Sample)

The student population at UMA is composed of 60.9 percent women. This fact supports a trend which has been more and more obvious through recent years. Essentially, slightly less than two of every five students at UMA are males.

Eighty-eight percent of students identify themselves as white or Caucasian. Just under 10 percent classify themselves as Franco-American in descent. Two percent are American Indian or Afro-American. With a French-speaking population in excess of 29 percent in Augusta and nearly 60 percent in Lewiston according to 1970 Census data, it would appear that some degree of marketing effort should be expended to attract more Franco-Americans to UMA. Additional analysis of this data will be performed and distributed.

Only 18 percent of UMA students are of traditional college age. That is, 82 percent of all students at UMA are over the age of 22. The single largest group of students, by age, are between 31 and 40. The mean age of UMA students falls in this group. Further analysis of the data indicates that only 30 percent of the student population are 25 and under. When age is cross-indexed with sex, the largest single group of students on campus is women between 31 and 40 years of age. This group alone comprises more than

20 percent of the entire population. Men in the same age grouping (12.7%) represent the second largest group on campus. Women 18 to 22 (10.6%), women 26 to 30 (10.6%) and women 41 to 50 (10.6%) make up the next three largest groups on campus. It is interesting to note that students under 18 are exactly balanced by students 61 and over.

Fifty-eight percent of all students indicate they are currently married. Both men and women report virtually the same ratio of currently married to single.

Respondents indicate that 40 percent have no children. Of the just under 60 percent who have children: 26 percent have one or more children 0 to 5 years of age; 22 percent have one or more children 6 to 10 years of age; 26 percent have one or more children 11 to 15 years of age and 25 percent have one or more children 16 and over. There appears to be an anomaly when we compare the numbers of students with children 10 years and under (48%) with the response on child care later in this report. Less than 3.5 percent of respondents indicate that child care service is essential to their needs.

Employment status cross-tabbed by sex, full-time/part-time and day/evening status are shown on pages 27 and 28. Most UMA students are employed 30 hours or more per week. The expected relationships do occur in that the more hours a week a student is employed, the more he is apt to be a part-time/evening student.

SUMMARY OF SIGNIFICANT FINDINGS

(Global Sample)

Handicapping condition(s) are reported by 5.3 percent of all respondents. One and a half percent advise that restricted mobility is the handicap and a like percentage reports restricted vision. Fifty percent of all who replied indicated an awareness of services to handicapped persons. It is interesting to note that nearly 80 percent of all respondents in this category perceived no barriers to pursuing any activity at UMA.

Nearly 24 percent of all students at UMA are veterans. Cross-indexing of sex to veterans status indicates that nearly 29 percent of all veterans are female. This latter statistic translates into nearly 225 women veterans and 550 male veterans. More than 74 percent of veterans have been separated from the service for more than six years. Less than 10 percent of veterans have been separated less than one year. More than 15 percent of all respondents in this category indicate that they receive VA benefits. Only 2.5 percent of the entire population is receiving veteran benefits from the State.

While 17.2 percent of all responses show no rent or mortgage payment, nearly 73 percent of those who do pay rent or mortgage indicate those payments to be $200 or less. Only 10 percent have housing costs in excess of $300.

A little more than 22 percent of UMA students are transfer students, i.e., from another institution. Of these transfer students, 21 percent received full transfer, 50 percent received partial credit after transfer and 23 percent received no credit. Nearly 74 percent were satisfied with their transfer experience.

More than 28.5 percent of the Global respondents were first-time students. Cross-tabbing this statistic with sex indicates that nearly 63 percent of the first-time students were women. It is interesting to observe that while just under 61 percent of the entire student population are female, nearly 63 percent of entering students are women. The data is not refined enough to do specific trend analysis; however, it does represent a significant shift when compared to earlier studies and should be observed in the future.

Twenty-eight percent of our students have never previously been enrolled in some sort of postsecondary school. Nearly 24 percent indicate previous enrollment in a public four-year college while nearly 15 percent stated they had previously been enrolled in a private college. The rest had been enrolled here at UMA (14%), in a vocational/technical school, hospital school of nursing, trade school or business school (11%) or other (5%).

Respondents indicated that course offerings (62.9%), nearness to home (69.1%), and inconvenient alternative (44.9%) were the predominant institutional reasons for attending UMA. Preferences by sex appeared to follow the same general percentage breakdown. Students over 25 years of age selected those same three reasons

by nearly 2.5:1 over students 25 and under. Part-time responses showed a ratio of nearly two to one over full-time responses for those same factors and evening students were also twice as likely to select those reasons as day students.

The most often selected personal factor influencing selection of UMA by students was to retain or improve employment (44.3%). Students over age 25, continuing students, part-time students and evening students all selected this reason by margins ranging from three to one to nearly four to one.

Students learned about UMA from relatives and friends (49.5%) and newspaper or magazine (26.3%). Fifteen percent of respondents learned from (our) college catalog. Once again the students over 25, continuing students, part-time students and evening students indicated those sources by overwhelming margins.

The first two following tables present information on institutional and personal factors which influence respondents' decisions to attend UMA. These factors are cross-indexed by sex, age, new or continuing, full-time/part-time and day/evening. The third table shows how students learn about UMA using the same multiple cross-tabs.

More than 70 percent of those participating in the survey said UMA was their first choice of colleges to attend. Those who would not have selected UMA as their first choice indicated a public four-year college (42.5%), a private college (27.4%) or a vocational/technical/hospital school (13.7%) as their first choice.

TABLE 1

INSTITUTIONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE
ACADEMIC REPUTATION	47.6	52.4	61.9	38.1	61.9	38.1	57.1	42.9	52.4	47.6
COURSE OFFERINGS	39.0	61.0	69.7	30.3	67.2	32.8	31.1	68.9	35.3	64.7
COSTS	41.5	58.5	55.4	44.6	81.5	18.5	46.1	53.9	50.8	49.2
FINANCIAL AID	24.2	75.8	63.6	36.4	60.6	39.4	57.6	42.4	48.5	51.5
SOCIAL REPUTATION	75.0	25.0	75.0	25.0	25.0	75.0	50.0	50.0	----	100.0
CLOSE TO HOME	35.1	64.9	70.2	29.8	75.4	24.6	33.6	66.4	37.3	62.7
STUDENT SERVICES	28.6	71.4	71.4	28.6	57.1	42.9	42.9	57.1	42.9	57.1
MORE CONVENIENT	28.7	71.3	73.6	26.4	77.0	23.0	36.8	63.2	33.3	66.7
OTHER	33.3	67.7	55.6	44.4	77.8	22.2	33.3	66.7	33.3	66.7

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 2

PERSONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE
FORMER STUDENTS' ADVICE	37.5	62.5	50.0	50.0	62.5	37.5	56.3	43.7	43.8	56.2
TEACHER OR FRIEND ADVICE	32.1	67.9	60.7	39.3	71.4	28.6	50.0	50.0	53.6	46.4
COUNSELOR ADVICE	35.3	64.7	41.2	58.8	52.9	47.1	41.2	58.8	58.8	41.2
EMPLOYER'S SUGGESTION	54.6	45.4	81.8	18.2	45.5	54.5	18.2	81.8	45.5	54.4
RETAIN OR IMPROVE EMPLOYMENT	37.2	62.8	73.3	26.7	75.6	24.4	20.9	79.1	20.9	79.1
CHANGE IN LOCATION	25.0	75.0	37.5	62.5	50.0	50.0	62.5	37.5	62.5	37.5
IDENTIFY WITH STUDENTS	33.3	66.7	44.4	55.6	77.8	22.2	66.7	33.3	59.6	40.4
PARENT'S ADVICE	50.0	50.0	----	100.0	66.7	33.3	75.0	25.0	75.0	25.0
OTHER	40.4	59.6	71.1	28.9	73.1	26.9	51.9	48.1	50.0	50.0

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 3

SOURCE OF INFORMATION ABOUT UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
PEOPLE AT HIGH SCHOOL	41.2	58.8	29.4	70.6	82.4	17.6	47.1	52.9	47.1	52.9
RELATIVE, FRIEND ETC.	37.5	62.5	66.7	33.3	74.0	26.0	40.6	59.4	41.7	58.3
REPRESENTATIVE OF UMA	18.8	81.2	75.0	25.0	68.7	31.3	25.0	75.0	31.3	68.7
EDUCATIONAL INFORMATION SERVICE	53.9	46.1	69.2	30.8	61.5	38.5	30.8	69.2	30.8	69.2
COLLEGE CATALOG	26.7	73.3	63.3	36.7	73.3	26.7	26.7	73.3	33.3	66.7
MATERIAL IN MAIL	34.6	65.4	80.8	19.2	76.9	23.1	19.2	80.8	11.5	88.5
NEWSPAPER OR MAGAZINE	37.3	62.7	82.3	17.7	76.4	23.6	19.6	80.4	25.5	74.5
RADIO OR TV	25.0	75.0	50.0	50.0	75.0	25.0	25.0	75.0	50.0	50.0
INFORMATION DISPLAY	25.0	75.0	50.0	50.0	75.0	25.0	33.3	66.7	41.7	58.3
OTHER	68.2	31.8	59.1	40.9	59.1	40.9	30.4	63.6	40.9	59.1

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

The largest group (35.3%) of respondents have attended for only one semester. The next largest group (32.1%) have been at UMA for one year. A significant reduction in numbers of respondents occurs at two years (12.3%). It steadily decreases from that level to three years (11.2%), four years (4.3%) and more than four years (4.8%). A closer look at these figures (over 67 percent have been in attendance one year or less) seems to indicate a preponderance of students who come to UMA for one course. Statistically, this results in a numerically high turnover rate which must be separately analyzed in light of courses offered and students attracted. Cross-indexing the years in attendance with sex produces the following results (percentages are of the entire population):

TABLE 4

Years in Attendance Cross-Tabbed by Sex

	Female (percent)	Male (percent)
One Semester	19.2	16.0
One Year	21.4	10.7
Two Years	7.5	4.8
Three Years	5.4	5.9
Four Years	3.7	0.5
More than Four Years	3.2	1.6

Nearly 68 percent of the students are part-time (taking less than twelve credits) and nearly 61 percent of all students classify themselves as night students. Cross-tabulation of these two factors by sex results in the following "snapshots":

a. 17.2 percent of entire population are full-time females;

b. 14.5 percent of entire population are full-time males;

c. 43.0 percent of entire population are part-time females;

d. 25.3 percent of entire population are part-time males;

e. 24.6 percent of entire population are female day students;

f. 12.0 percent of entire population are male day students;

g. 34.4 percent of entire population are female evening students; and

h. 29.0 percent of entire population are male evening students.

Full-time day students make up 25.3 percent of the student body while 11.2 percent classify themselves as part-time day students. More than 6 percent of the students report they are full-time evening students. The largest group (57.3%) are part-time evening students.

The survey indicates that 55.6 percent of all students take their courses at Augusta while 23.3 percent take courses at Lewiston/Auburn and its related campuses (Bath, South Paris, etc.) while 21.1 percent attend courses through Mid-Coast Community College Services. The apparent disparity between the foregoing and data published by the Registrar's Office appears to be the result of respondents being counted under each campus where they take classes rather than just the campus at which they register. Further analysis of this data will be undertaken in the near future. By cross-referencing sites attended with sex, we find the following breakdown:

TABLE 5

Sites Attended Cross-Tabbed by Sex

Females (percent)	Site	Males (percent)
55.8	Augusta	44.2
70.4	Lewiston	29.6
63.3	Mid-Coast	36.7

As a side note and one that underscores students' motivation levels and mobility, information in the sample indicated that two women took courses at four different locations and two women and four men took classes at three different locations.

The matter of distance which students would be willing to travel to take courses yielded some interesting results. Nearly 53 percent of all respondents indicated a willingness to travel more than 20 miles. This statistic may change as transportation costs continue to increase. Cross-indexing by sex and by full-time/part-time status yields no startling results as evidenced by the next two tables:

TABLE 6

Maximum Distance Willing to Travel
Cross-Indexed by Sex

Female (percent)	Maximum Distance	Male (percent)
18.3	0 - 10	24.0
30.4	11 - 20	20.0
30.4	21 - 30	30.7
20.0	over 30	25.3

TABLE 7

Maximum Distance Willing to Travel
Cross-Tabbed by Full-Time/Part-Time

Full-Time (percent)	Maximum Distance	Part-Time (percent)
25.4	0 - 10	17.5
22.0	11 - 20	29.4
28.8	21 - 30	31.8
22.0	over 30	21.4

Responses to questions concerning academic goals demonstrate no particular differences in the importance of goals to men or women at UMA. Seventy-six percent of women and 68.0 percent of men indicated their most important goal is to increase their "knowledge and understanding in an academic field."

Job-related skills received almost equal importance from all respondents regardless of sex. Slightly less than two-thirds of women and 65.3 percent of men placed improving job skills as their primary goal. Slightly more than 31 percent of women and 29.3 percent of men felt they were attaining the goal. "Increasing chance for a raise and/or promotion" was selected by approximately one-third of the men and the women as their primary goal, but only half of them felt they were attaining their goal.

Women evidenced a slightly larger percentage than men in career-oriented goals in such areas as "discovering a career," "formulating long-term plans," or "preparing for a new career." Women also

appeared to be attaining those goals at a correspondingly higher rate than men. Other career goals such as "getting a better understanding of people" received few responses.

Obtaining a degree is of primary importance to 56.4 percent of women and 46.7 percent of men. Approximately one-third of the respondents were attaining their goal. Meeting transfer requirements and miscellaneous goals such as "something different to do" or "to keep teaching certificate valid" were of primary importance to relatively insignificant numbers of respondents.

Extra-curricular activities were rated as the third most important goal by both men and women. Approximately half of all respondents saw this goal in that light. Very few classified non-academic goals as being of primary importance. Meeting people appeared to be the most important of the four choices evidenced by the larger proportion of responses which placed it first or second.

Developing independence (51.3% of women) and enrichment (46.2% of women) were the most selected personal goals while for men the same two goals were most important but to a less significant degree. Goal attainment was being achieved at a level of 5.1 percent to 22.2 percent for women and 6.7 percent to 24.0 percent for men.

The attention of the reader is invited to the detailed findings for specific responses to each of the foregoing goals.

Thirty-three percent of those questioned are not seeking a degree currently. Twenty-nine percent of respondents are trying for an

Associate's Degree while 21.5 percent are seeking a Bachelor's and nearly six percent are seeking a graduate and/or professional degree. Longer range or ultimate degree goals demonstrate a definite interest in higher level degrees. Nearly 33 percent will aspire for graduate or professional degrees and just under 25 percent will work toward a Bachelor's level degree.

A tabular presentation of a multiple cross-tab by sex of current and ultimate degree status follows:

TABLE 8

Current and Ultimate Degree Status by Sex

	Female		Male	
	Current (percent)	Ultimate (percent)	Current (percent)	Ultimate (percent)
Not Seeking a Degree	33.6	17.1	32.9	27.8
Certificate - One Year	2.7	----	2.7	2.8
Certificate - One+ Years	4.4	4.5	6.9	4.2
Associate's Degree	30.1	18.9	27.4	6.9
Bachelor's Degree	22.1	22.5	20.6	27.8
Graduate or Professional	5.3	34.2	6.9	30.6

Contrasted with earlier data on length of time which students have been in attendance at UMA is the length of time students spend in a specific degree program. Nearly 57.8 percent of students have been in a degree program for one year or less. Twenty percent have been in a degree program for one year to two years, 10.5 percent for two to three years, nearly seven percent for three to four years and 4.3 percent for four or more years.

The largest group (53.5%) are here primarily on a part-time basis for credit. Approximately one-third indicate they attend primarily full-time for credit. Slightly less than 13 percent are not currently attending courses for credit. The cross-tabulations by sex show very little difference from the general population percentages.

Fifty-one percent of UMA students are employed more than 30 hours per week. About 21 percent are employed less than 30 hours per week. Approximately 12 percent of respondents indicate they are homemakers and the balance are fairly equally divided between not working but would like to and not working and don't want to. The following three tables cross-index employment status with sex, enrollment status and day/evening status:

TABLE 9

Employment Status by Sex

	Female (percent)	Male (percent)
More than 30 hours per week	46.5	58.3
Less than 30 hours per week	26.3	12.5
Homemaker	18.4	2.8
Not working but would like to*	2.6	13.9
Not working and don't want to	6.1	12.5

*The possibility of establishing a campus placement office (either a full-time or part-time) should be viewed in light of these statistics.

TABLE 10

Employment Status by Full-Time/Part-Time

	Full-Time (percent)	Part-Time (percent)
More than 30 hours per week	12.3	68.5
Less than 30 hours per week	35.1	15.3
Homemaker	10.5	12.1
Not working but would like to*	17.5	2.4
Not working but don't want to	24.6	1.6

TABLE 11

Employment Status by Day/Evening

	Day (percent)	Evening (percent)
More than 30 hours per week	21.5	69.0
Less than 30 hours per week	30.8	13.3
Homemaker	18.5	8.9
Not working but would like to*	10.8	5.3
Not working but don't want to	18.5	3.5

The choice as to when classes would be preferred ranged significantly from weekday mornings for full-time students to weekday evenings for part-time students. Men and women expressed little difference in their preferences.

Fifty-seven percent of respondents indicate they will return next semester. If this holds true, it represents a significant

*The possibility of establishing a campus placement office (either full-time or part-time) should be viewed in light of these statistics.

challenge to the institution in maintaining enrollments and revenue levels and should be considered in light of future marketing/recruitment strategies. Ten percent will complete their program and eight percent will plan to return at a later date. This appears to be true for both men and women. When comparing full-time part-time status with future enrollment plans we find well over 50 percent of all students in both categories are planning to enroll next term.

Twenty-eight percent of all students have received financial aid. Eight percent have been denied aid. Eleven percent plan to apply for financial aid some time in the future while nearly 52 percent indicate they probably will never apply. An analysis of financial aid by sex yields fairly consistent results that show 31 percent of the women have received financial aid while 24 percent of men have received financial aid. Cross-tabbing the financial aid question by full-time/part-time status yields the following information: fifty percent of full-time and 17 percent of part-time students have received financial aid. Nineteen percent of full-time and three percent of part-time respondents have applied for but have been denied financial aid. Nearly nine percent of full-time students are not receiving financial aid but do plan to apply while 12.5 percent of part-time students placed themselves in that category. When considering enrollment status, the percentage of students who probably never will apply for financial aid are 22.4 percent (full-time) and 66.7 percent (part-time).

The specific questions identified for the purposes of determining scheduling preferences were responded to as follows:

a. Would you attend classes that met for three hours and ten minutes per week for 12 weeks?

Yes: 58.24 percent No: 41.21 percent

b. If we expanded evening classes, would you take the same number of classes next semester?

Yes: 53.46 percent No: 46.54 percent

c. Would you attend evening classes twice a week for one hour and 35 minutes?

Yes: 32.78 percent No: 67.22 percent

SUMMARY OF SIGNIFICANT FINDINGS

1978-1979 ALUMNI - GLOBAL SAMPLE

A total of 194 recent alumni from the graduating classes of 1978 and 1979 responded to the mailed questionnaire. The majority of respondents, both in number and percentage terms, were from the class of 1979. Out of 324 1979 graduates surveyed, 128 or 40 percent responded. Only 66 or 24 percent of the 276 students in the 1978 graduating class were able to be included in this study.

In both recent alumni years surveyed, a slight majority of the respondents were female. In 1978, 52 percent or 34 of the respondents were female compared with a slightly greater percentage of female respondents, 57 percent or 73, in the class of 1979.

Of all respondents, 88 percent were white, seven percent were Franco-American, two were American Indians, one was Asian and seven individuals or four percent described themselves as "other".

Roughly 30 percent of all alumni in both samples were between the ages of 31 and 40. A greater percentage (17%) of respondents in the 1979 survey were between the ages of 41 to 60, as compared to 8 percent of all respondents in this age group in the 1978 survey. Similarly, 63 percent of all 1978 respondents and 53 percent of all 1979 respondents were between the ages of 18 and 30. More than half of all respondents in 1978 were married and slightly less than half were married in 1979. While the 10

percent difference in marital status between 1978 and 1979 alumni coincides with the 10 percent difference in the 18 to 30 year age groupings, any relationship between the two is conjectural.

Ten percent of all alumni respondents indicated that they were handicapped.

Most of the respondents in both samples had attended UMA for two years. Twenty-four percent of the total surveyed had attended UMA for three years, with 35 percent of all 1978 alumni and 19 percent of all 1979 alumni attending for four or more years. The increased duration of attendance for 1978 alumni does not appear to be related to that group's attainment of more advanced degrees when compared to their 1979 counterparts.

As expected, the vast majority (90%) of all alumni had attended the Augusta site of UMA. Approximately 22 percent of both samples had attended Lewiston/Auburn sites, one percent of each group had attended South Paris, seven percent of the 1978 and one percent of the 1979 respondents had attended Bath, seven percent of the 1978 and 17 percent of the 1979 group had attended the sites of Belfast, Camden, and Rockland. Six percent of the 1979 sample had attended Presque Isle.

In most cases there was a fairly strong positive relationship between the goals the respondents had when they attended UMA and the goals they now feel they have achieved or are achieving.

Alumni in both samples cited "to obtain a certificate or degree" as their most important goal. All, of course, had achieved this goal. In terms of other academic goals a significantly high proportion of both samples indicated that "increasing their knowledge and understanding in an academic field" was important to them while they were attending UMA. However, only 67 percent of the 1978 respondents felt that this was a goal they had achieved, as compared to 84 percent of the 1979 sample who felt that they had increased their academic knowledge. Ten percent of the 1978 and 20 percent of the 1979 alumni had attended UMA with the goal of completing courses to transfer to another institution. Roughly, 18 percent of both groups have since completed courses for transfer.

Course preparation goals, such as discovering career interests and formulating career plans, were the goals of slightly less than half of both of the samples while they were attending UMA. It is interesting that, of those who identified the goal of "discovering career interests" as a UMA attendance goal, 10 percent fewer felt that they had achieved it. Conversely, more than 10 percent of those who attended UMA for the purpose (goal) of "formulating long-term career plans" had achieved it. While 50 percent of all respondents had attended UMA with the goal of "preparing for a new career," only 36 percent felt that they have or are achieving new career preparation. The associated goal of "improving one's knowledge, technical skills and competencies for a job or career" was also highly ranked by both

groups as important to them while they were attending UMA. In the 1978 sample, 68 percent felt this job-related goal had been achieved and 63 percent in 1979 concurred.

Most of the respondents, 82 percent in both samples, had received an Associate Degree from UMA, with 15 percent in 1979 and 19 percent in 1978 obtaining Bachelor's Degrees. Forty-three percent of all respondents in both years have plans to continue their education to obtain a Bachelor's Degree, 27 percent will seek a Master's Degree and 10 percent will strive for a Specialist, Professional or Doctoral Degree. Roughly, 30 percent in both years have taken and passed two licensing or certification exams related to their major.

Of the 1978 graduates, 23 percent have enrolled at another college and 29 percent of the 1979 alumni have returned to school. Most, (14 to 19%) have enrolled at a public four-year college. Five percent of the 1979 and three percent of the 1978 group are attending private colleges. Four percent of the 1978 sample are attending vocational/technical schools as opposed to one percent of the 1979 sample choosing this type of institution. Most of both alumni years are attending these institutions with the goal of obtaining a Bachelor's Degree; five percent are doing so to obtain a Master's Degree and two percent to obtain a certificate. Of those continuing their education, five percent of both groups thought that UMA had given them excellent preparation. Eleven percent of the 1979 sample thought the preparation had been good as opposed to only two percent of the 1978 sample who found it

above average. Thirteen percent of both samples found the preparation adequate with only one individual in 1979 finding the preparation inadequate. The majority of those that sought to transfer credit to their new institution were able to do so. Only one individual attempted to transfer credit and was refused.

Eighty-eight percent of the 1978 sample and 79 percent of the 1979 alumni are currently employed in a full-time job outside of the home. The majority (43% in 1979 and 45% in 1978) are employed in the same job they had when they completed their program. Sixteen percent in 1979 and 21 percent in 1978 had obtained their job just prior to graduation. Nine percent of both groups looked for work for less than two months before becoming employed. The balance, 19 percent in 1979 and 16 percent in 1978 looked for work for two to over eight months after graduation. Fifty percent of all graduates found work through direct application to the employer.

Of all those currently employed, the mean salary range was $9,000 to $11,999 annually. Slightly more of the 1978 respondents (37%) had incomes below $8,999 per year as opposed to 35 percent of the 1979 graduates. Conversely, 28 percent of the 1978 sample were earning $12,000 or more and only 15 percent of the 1979 alumni fell within this range.

Most of the 1979 graduates currently working thought that UMA's preparation for the first job was adequate (32%) as opposed to only 16 percent of the 1978 graduates. The 1978 graduates tended

to think that the preparation was good to excellent (33%), whereas 26 percent in 1979 found it to be more than adequate. For the most part 1979 graduates thought that the preparation was not applicable to their first job. Only five percent in each sample thought the preparation was inadequate.

Most of the graduates in 1978 (56%) thought that their first job was directly related to their major or area of study at UMA. In 1979 this percentage was reduced to 37. Although a significant number of respondents thought that their present job was directly related to their major, nearly 60 percent of all respondents in both years indicated that they would be willing to move to another community to work in a job related to their major or area of study.

STUDENT PROFILE

NEW AND CONTINUING STUDENTS

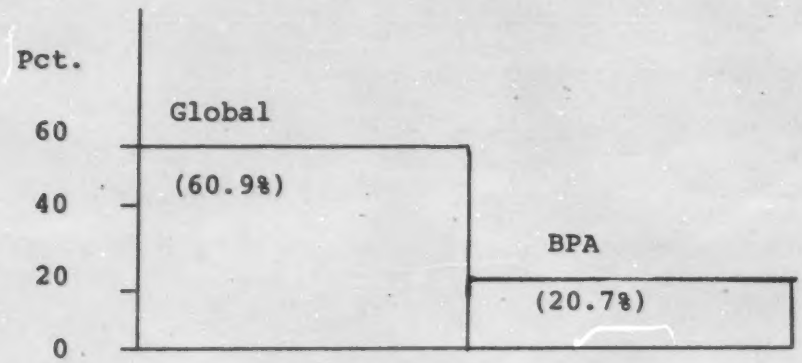
THREE-YEAR DEGREE IN PUBLIC ADMINISTRATION SAMPLE

DEMOGRAPHIC PROFILE

(Bachelor's Degree in Public Administration Sample)

The majority of all BPA students were white (86%) and male (79%). Franco-Americans represented 10 percent of the total respondents, American Indians or Asians were better represented in the BPA program with two percent more than in the general population (2%). The male/female breakout in the Public Administration is in direct opposition to the sexual composition of the total UMA population. Whereas women comprise the majority of all students on campus (61%), that majority status does not extend to the BPA program.

TABLE 12

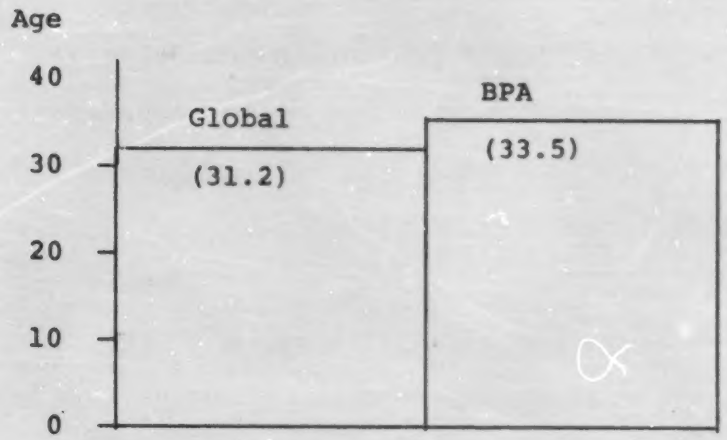


Percent of Females in BPA Program Compared with
Percent of Females in General ("Global") Population.

Most of the BPA students can be classified as non-traditional since fully 83 percent are over 22 years of age. Most fall in the 31 to 40 year old age grouping, as do most students at UMA.

More of the BPA students were 41 to 60 years old than in the general population and 50% fewer of the BPA students were between the ages of 23 and 25.

TABLE 13



Average Age of Students in BPA Program Compared with Average Age in ("Global") Sample

BPA majors were married in over half the cases (58%). This marital status of BPA students parallels that of the total population. As with the total population, most BPA students tended to have two to four children, with half of the offspring under 10 years of age and half over those ages.

Handicapped students comprised only three percent of the BPA program, two percent less than in the Global Sample. All of the handicapped had restricted mobility. Better than half of the BPA students felt that they were aware of services to the handicapped, and 79 percent perceived that there were no barriers at UMA. This awareness and perception was shared on equal levels with the entire student body.

Veterans comprise 52 percent of all BPA students, a representation rate that is double that of veterans in the total UMA population. Most of the veterans (93%) have been separated from active duty for six years or more, and 35 percent are receiving veterans' benefits. All of the veterans are male.

Thirty-five percent of all BPA students came to the program at UMA as transfer students. Most received partial credit (67%), 17 percent had a full credit transferred and another 17 percent received no credit. Despite the fact that the majority received only partial credit, most (69%) were satisfied with their transfer.

The largest group of BPA students transferred from public four-year institutions (24%), 14 percent had been previously enrolled at UMA, seven percent were from another public two-year institution and 10 percent transferred from a private institution. A significant 13 percent transferred from vocational/technical schools, three percent more than did so in the general population. More than a quarter of BPA students had never been previously enrolled at any institution, although only three percent were new students in the semester under study. All of the new students were female. This trend toward an increase in female enrollments was identified in analysis of the general population's new enrollments in the spring semester.

SUMMARY OF SIGNIFICANT FINDINGS

(Bachelor's in Public Administration)

As with their UMA counterparts, most of the BPA students learned about UMA from relatives and friends. A secondary and important source of information for BPA students was the newspaper or magazine, with 31 percent of all BPA students learning about the college from that source. Public Administration, like Business Administration students, were more likely to use a written media source for information than were other students. In keeping with a tendency to seek information through written forms, 24 percent of the BPA students reviewed college catalogs and 21 percent responded to materials in the mail.

The predominant institutional factor that influenced BPA students' decisions to attend UMA was neutral in nature, and simply based on the fact that BPA students found it inconvenient to attend school elsewhere. Most of those that cited this response (59%) were male, continuing part-time evening students. The inconvenience BPA students relate to institutions is most likely related to UMA's location, since 55 percent of the BPA students also feel that UMA's proximity to home was a significant variable in their decision to come to the institution. Again most of the students who were concerned about location were continuing, part-time and evening students.

TABLE 14

INSTITUTIONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
ACADEMIC REPUTATION	100.0 (47.6)	0.0 (52.4)	100.0 (61.9)	0.0 (38.1)	100.0 (61.9)	0.0 (38.1)	0.0 (57.1)	100.0 (42.9)	0.0 (52.4)	100.0 (47.6)
COURSE OFFERINGS	81.3 (39.0)	18.7 (61.0)	68.7 (69.7)	31.3 (30.3)	100.0 (67.2)	0.0 (32.8)	56.3 (31.1)	43.7 (68.9)	25.0 (35.3)	75.0 (64.7)
COSTS	86.7 (41.5)	13.3 (58.5)	66.7 (55.4)	33.3 (44.6)	100.0 (81.5)	0.0 (18.5)	60.0 (46.1)	40.0 (53.9)	26.7 (50.8)	73.3 (49.2)
FINANCIAL AID	71.4 (24.2)	28.6 (75.8)	42.9 (63.6)	57.1 (36.4)	100.0 (60.6)	0.0 (39.4)	85.7 (57.6)	14.3 (42.4)	42.9 (48.5)	57.1 (51.5)
SOCIAL REPUTATION	---- (75.0)	---- (25.0)	---- (75.0)	---- (25.0)	---- (25.0)	---- (75.0)	---- (50.0)	---- (50.0)	---- (----)	---- (100.0)
CLOSE TO HOME	68.7 (35.0)	31.3 (64.9)	75.0 (70.2)	25.0 (29.8)	93.8 (75.4)	6.2 (24.6)	37.5 (33.6)	62.5 (66.4)	12.5 (37.3)	87.5 (62.7)
STUDENT SERVICES	---- (28.6)	---- (71.4)	---- (71.4)	---- (28.6)	---- (57.1)	---- (42.9)	---- (42.9)	---- (57.1)	---- (42.9)	---- (57.1)
MORE CONVENIENT	70.6 (28.7)	29.4 (71.3)	76.4 (73.6)	23.6 (26.4)	94.1 (77.0)	5.9 (23.0)	41.2 (36.8)	58.8 (63.2)	23.5 (33.3)	76.5 (66.7)
OTHER	100.0 (33.3)	0.0 (67.7)	100.0 (55.6)	0.0 (44.4)	100.0 (77.8)	0.0 (22.2)	100.0 (33.3)	0.0 (66.7)	0.0 (33.3)	100.0 (66.7)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 15

PERSONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
FORMER STUDENT ADVICE	50.0 (37.5)	50.0 (62.5)	0.0 (50.0)	100.0 (50.0)	100.0 (62.5)	0.0 (37.5)	100.0 (56.3)	0.0 (43.7)	50.0 (43.8)	50.0 (56.2)
TEACHER OR FRIEND ADVICE	80.0 (32.1)	20.0 (67.9)	80.0 (60.7)	20.0 (39.3)	100.0 (71.4)	0.0 (28.6)	40.0 (50.0)	60.0 (50.0)	20.0 (53.6)	50.0 (46.4)
COUNSELOR ADVICE	100.0 (35.3)	0.0 (64.7)	50.0 (41.2)	50.0 (58.8)	100.0 (52.9)	0.0 (47.1)	100.0 (41.2)	0.0 (58.8)	50.0 (58.8)	50.0 (41.2)
EMPLOYER'S SUGGESTION	50.0 (54.6)	50.0 (45.4)	100.0 (81.8)	0.0 (18.2)	100.0 (45.5)	0.0 (54.5)	0.0 (18.2)	100.0 (81.8)	50.0 (45.5)	50.0 (54.5)
RETAIN OR IMPROVE EMPLOYMENT	80.0 (37.2)	20.0 (62.8)	86.7 (73.3)	13.3 (26.7)	100.0 (75.6)	0.0 (24.4)	13.3 (20.9)	86.7 (79.1)	20.0 (20.9)	80.0 (79.1)
CHANGE OF LOCATION	---- (25.0)	---- (75.0)	---- (37.5)	---- (62.5)	---- (50.0)	---- (50.0)	---- (62.5)	---- (37.5)	---- (62.5)	---- (37.5)
IDENTIFY WITH STUDENTS	0 (33.3)	100.0 (66.7)	0.0 (44.4)	100.0 (55.6)	100.0 (77.8)	0.0 (22.2)	100.0 (66.7)	0.0 (33.3)	100.0 (59.6)	0.0 (40.4)
PARENT'S ADVICE	50.0 (50.0)	50.0 (50.0)	0.0 (----)	100.0 (100.0)	100.0 (66.7)	0.0 (33.3)	100.0 (75.0)	0.0 (25.0)	50.0 (75.0)	50.0 (25.0)
OTHER	100.0 (40.4)	0.0 (59.6)	60.0 (71.1)	40.0 (28.9)	100.0 (73.1)	0.0 (26.9)	80.0 (51.9)	20.0 (48.1)	20.0 (50.0)	80.0 (50.0)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 16

SOURCE OF INFORMATION ABOUT UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
PEOPLE AT HIGH SCHOOL	100.0 (41.2)	0.0 (58.8)	0.0 (29.4)	100.0 (70.6)	100.0 (82.4)	0.0 (17.6)	100.0 (47.1)	0.0 (52.9)	0.0 (47.1)	100.0 (52.9)
RELATIVE, FRIEND, ETC.	91.7 (37.5)	8.3 (62.5)	75.0 (66.7)	25.0 (33.3)	100.0 (74.0)	0.0 (26.0)	41.7 (40.6)	58.3 (59.4)	16.7 (41.7)	83.3 (58.3)
REPRESENTATIVE OF UMA	0.0 (18.8)	100.0 (81.2)	50.0 (75.0)	50.0 (25.0)	100.0 (68.7)	0.0 (31.3)	50.0 (25.0)	50.0 (75.0)	50.0 (31.3)	50.0 (68.7)
EDUCATIONAL INFORMATION SERVICE	100.0 (53.9)	0.0 (46.1)	0.0 (69.2)	100.0 (30.8)	100.0 (61.5)	0.0 (38.5)	100.0 (30.8)	0.0 (69.2)	100.0 (30.8)	0.0 (69.2)
COLLEGE CATALOG	57.1 (26.7)	42.9 (73.3)	28.6 (63.3)	71.4 (36.7)	85.7 (73.3)	14.3 (26.7)	57.1 (26.7)	42.9 (73.3)	50.0 (33.3)	50.0 (66.7)
MATERIAL IN MAIL	50.0 (34.6)	50.0 (65.4)	50.0 (80.8)	50.0 (19.2)	100.0 (76.9)	0.0 (23.1)	66.7 (19.2)	33.3 (80.8)	50.0 (11.5)	50.0 (88.5)
NEWSPAPER OR MAGAZINE	77.8 (37.3)	22.2 (62.7)	88.9 (82.3)	11.1 (17.7)	100.0 (76.4)	0.0 (23.6)	22.2 (19.6)	77.8 (80.4)	11.1 (25.5)	88.9 (74.5)
RADIO OR TV	--- (25.0)	--- (75.0)	--- (50.0)	--- (50.0)	--- (75.0)	--- (25.0)	--- (25.0)	--- (75.0)	--- (50.0)	--- (50.0)
INFORMATIONAL DISPLAY	100.0 (25.0)	0.0 (75.0)	0.0 (50.0)	100.0 (50.0)	100.0 (75.0)	0.0 (25.0)	100.0 (33.3)	0.0 (66.7)	50.0 (41.7)	50.0 (58.3)
OTHER	100.0 (68.2)	0.0 (31.8)	100.0 (59.1)	0.0 (40.9)	100.0 (59.1)	0.0 (40.9)	50.0 (30.4)	50.0 (63.6)	50.0 (40.9)	50.0 (59.1)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

Course offerings were also considered to be important to Public Administration students with 55 percent also feeling that the availability of certain courses influenced their decision to attend while significant course offerings were more often a factor for the general population (63%) than for BPA majors. It is interesting that course offerings were a more important factor for full-time (56%) BPA students than part-time.

The personal factors that influenced BPA and BBA students to attend UMA were predominantly employment oriented. Fifty-two percent of both groups are at the institution to retain or improve their employment, although only seven percent of BPA students came on their employer's suggestion. Again, those that selected this factor as a primary motivation were male, continuing, part-time and evening students.

In summary, it appears that the decision for BPA students to attend UMA is strongly influenced by the fact that most students find it inconvenient to go elsewhere. UMA's proximity to home, course offerings, employment retention, and improvement potential, were also highly rated, particularly by the male, part-time evening students, course offerings being of greater importance to the full-time student than the part-time. Given these factors, UMA was the first choice for 72 percent of the BPA students, a two percent increase over UMA's status as first choice with the total student body. Most (50%), if they had not come to UMA, would have gone to a public four-year college.

Most of the BPA students have been enrolled at UMA for three years (31%) - nearly a third more BBA students being in this category than in the general UMA population. Nearly six times more of the BPA students than the general population have been at UMA for four years or more and significantly less (28%) of the BPA students have been here for two years or less than the general population (79% at UMA for two years or less). The tendency for BPA students to attend UMA for longer durations is most likely related to the length of the degree program. Many of the students in the Global Sample were associate degree or non-degree seekers.

While most of the BPA students are part-time (66%), the BPA program has four percent more full-time students than the general population. Conversely, even though the BPA program has slightly more full-time students than the general population, BPA students attend classes in the evening (72%), 12 percent more often than other UMA students. Most BPA students attend the Augusta site (76%) with 18 percent attending Lewiston/Auburn and six percent attending Rockland.

The goals of the BPA students were, for the most part, reflections of the goals of all UMA students. As occurred with the total student body, the goal of increasing one's knowledge and understanding in an academic field was highly rated by BPA majors. Seventy-two percent rated this as the most important goal and 48 percent felt that it was a goal they were achieving or had achieved.

The achievement level for increasing knowledge was nearly 20 percent higher for BPA students than the overall student body. Closely related to knowledge development is the desire of BPA students to improve their job skills. While 64 percent stated that this was a goal that is important to them at this point, 23 percent felt that this is a goal that they have achieved or are achieving. Only three percent more in the general population felt that they have or are improving their job skills. On all other goal indices, such as "to complete courses for transfer," "to discover career interests," etc., the BPA majors rated the importance of the goals in the same ratio as the entire sampled student body, with one exception. Whereas, most students in the Global Sample and the other two programs under review rated the goal of "preparing oneself for a new career" as most important, BPA students rated new career preparation of minor or third importance. Since 94 percent of the BBA students are currently employed, it would appear that most are happy with their present career choice.

Although most of the BPA students have attended UMA for three years or more, the majority, 32 percent have been in the degree program for one year or less. Seven percent have been in the program for one to two years, as compared to 31 percent that have been at UMA for the same time period; and 50 percent have been in the degree program from two to four years while 55 percent have been attending UMA for that period. Ten percent have been in the degree program for four or more years and 24 percent have attended UMA for that length of time. In all cases it is apparent that

most BPA students have been enrolled at UMA for some period before declaring a BPA major. Most of the students are attending UMA part-time for credit (62%). The balance, who are attending full-time (35%) is only one percent higher than the level of full-time for credit students in other programs.

The fact that most BPA students are continuing, part-time, evening students is strongly influenced by their employment status. Ninety-three percent of all BPA majors are employed, with 65 percent working more than 30 hours a week. Only three percent of those unemployed are looking for work. Women comprise all of students who are not working but would like to and slightly more of the BPA part-time (less than 30 hours) workers. Nevertheless, more of the females and more of the males are working in the BPA population (93%) than in the general (72%).

As could be expected, part-time school attendance and evening classes, are primarily selected by full-time employees. Ninety-four percent of those that are working full-time are attending UMA part-time, and 81 percent are doing so in the evenings.

Most of the BPA students (83%) will enroll at UMA next term. This interest in returning to UMA is roughly 26 percentage points higher in the BPA sample than in the Global. All of the current female BPA students and 78 percent of the male students are planning to return, and 80 percent of the full-time students and 84 percent of the part-time students will re-enroll. Of the students

who will not be returning (12%) half stated that they will be completing their program this term and half stated that they had no further plans for education.

BPA students tended to receive more financial aid than other students. Thirty-eight percent of BPA students as compared to 28 percent of all students receive financial aid. None who have applied for aid have been denied.

BPA students' assessment of the services available at UMA generally paralleled that of all other UMA students. Most of the BPA students took advantage of academic advising and were satisfied with the service. Counseling, study skills improvement and tutoring were services that BPA students were aware of but seldomly used.

LIST OF SIGNIFICANT PROGRAM RESPONSE VARIANCES

Following are responses in the Public Administration Sample which varied plus or minus one or more maximum error units from the point estimate in the Global Sample. As stated in the section on Statistical Validity at the beginning of this report, the maximum error for the BPA Sample at the 95% level of confidence is 18.2%. These variances therefore exceed the percentage that could be attributed to sampling error. They should be considered to be the most significant differences from the Global population.

QUESTION	VARIATION (Pct.)
Female	-40.25
Male	40.25
Veteran Status	27.78
Receiving VA Benefits	19.46
Rent .01 to 150.00	-23.21
Brand New Student	-25.12
Cost as Factor for Attending UMA	18.21
If Not UMA Would Have Chosen Public 2-Year College	19.48
Been at UMA One Semester	-28.39
Been at UMA One Year	-18.30
Been at UMA Three Years	19.80
Been at UMA More Than 4 Years	19.33
Attend at Augusta	20.87
Maximum Travel 21-30 Miles	-20.17

Ultimate Goal a Graduate or Professional Degree	-32.79
In Degree Program One Year or Less	-25.62
In Degree Program Three to Four Years	18.17
Will Enroll at UMA Next Term	25.46

The preceding variations mean, for example, that our data indicates the proportion of women in the BPA program is 40.25 percent less than in the Global Sample; i.e., 60.94 percent of the Global population are women and only 20.69 percent of the BPA population are women. Since the variance which may be attributed to sampling error is 18.2 percent at the 95 percent confidence level, the 40.25 percent variation appears to represent a significant deviation which probably warrants further observation.

SUMMARY OF SIGNIFICANT FINDINGS
1978-1979 ALUMNI - BPA SAMPLE

Of the three individuals to respond, two were female, all were white, and all three were of varying ages; from 23 to 25 years old, 31 to 40 years old, and 51 to 60 years old. The responses by the females represent 100 percent of the total BPA female graduating population in 1978 and 1979. During the four years that all of the respondents had been enrolled at the University of Maine at Augusta, all had attended the Augusta site. Only one had also attended the Belfast, Camden and Rockland sites.

It is interesting that, in most cases, the respondents felt the goals that were important to them while they were attending UMA are now the same goals that they feel they are achieving or have achieved. All noted that they had achieved their academic goals of increasing their knowledge and understanding in an academic field. The 100 percent goal achievement rate is significantly above the 67 percent rate of all 1978 respondents and the 84 percent rate of all 1979 respondents on the same indicator. Two of the respondents also felt that the job and career goals of improving job knowledge and increasing chances for a raise had also been achieved. Only one of the graduates had taken and passed an exam related to the major at UMA. None of those surveyed had enrolled at another college, as compared to a 25 percent continuing education rate for all alumni.

All of the BPA graduates are currently employed full-time in occupations such as a personnel analyst, law enforcement officer, and selectman. The 100 percent employment rate compares positively to the 88 percent rate for the 1979 sample and 73 percent employment rate for the 1978 graduates. All of the individuals had the job prior to completion of the program, and had obtained the position through direct application to the employer. Most (2) felt that the position was directly related to their area of study at UMA. All BPA graduates stated that UMA had provided them with good preparation for the position.

STUDENT PROFILE

NEW AND CONTINUING STUDENTS

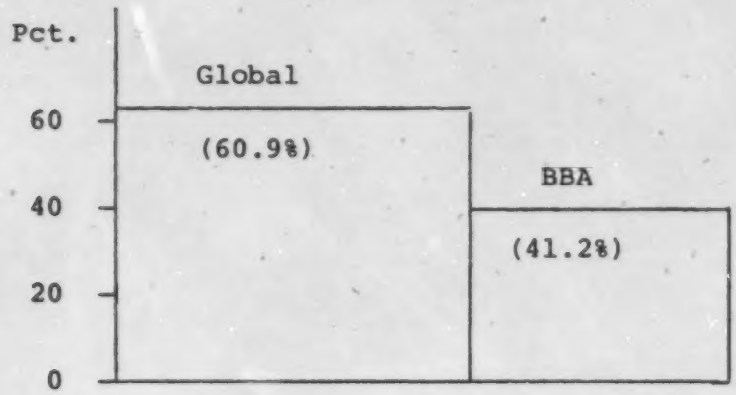
THREE-YEAR DEGREE IN BUSINESS ADMINISTRATION SAMPLE

DEMOGRAPHIC PROFILE

(Bachelor's Degree in Business Administration Sample)

The BBA Program at UMA is primarily composed of white males. The incidence of females in the BBA Program is roughly the reverse of the male to female ratio in the total UMA population. Whereas women represent 61 percent of the total population, the BBA Program has only 40 percent females. Franco-Americans are better represented in the BBA Program than in either of the other two programs under study or the general population with 12 percent of all BBA majors being of Franco-American heritage.

TABLE 17

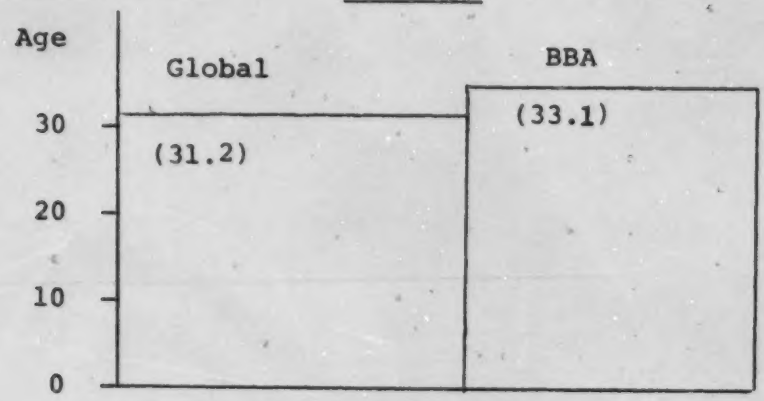


Percent of Females in BBA Program Compared with Percent of Females in General ("Global") Population

The BBA Program has by far the largest percentage of non-traditional students, those over 22 years of age. Fully 90 percent of all BBA majors are 22 years of age or older. The vast majority, 43 percent, fall between the ages of 31 to 40. In comparison

to the five percent general UMA student population in the 51 to 60 age cohorts, the BBA Program has four percent more students between these ages.

TABLE 18



Average Age of Students in BBA Program Compared with Average Age in Global Sample

More of the BBA students were married than were students in either of the other two programs or the Global Sample. The 66 percent of the BBA students that were married were 40 percent male. Perhaps because of the higher incidence of marriage and the older age of BBA students, these students were slightly more likely to have two or more children, with 52 percent having two or more as compared to the 48 percent of the Global population having two or more offspring. More than a quarter of the children were 16 years of age or older.

Handicapped individuals were twice as likely to be in the Business Administration Program or Nursing Program than in the general population. Ten percent of all BBA students were handicapped, of which three percent had restricted vision, two percent had

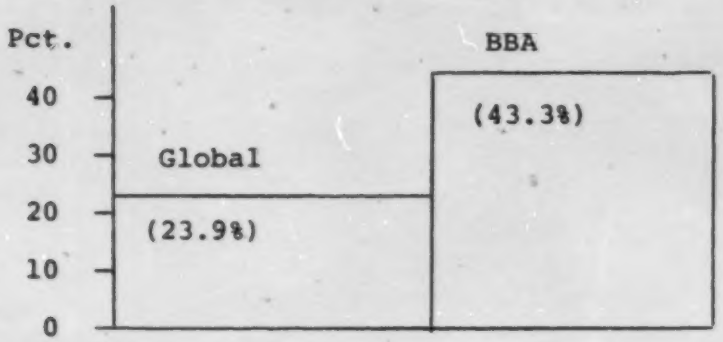
restricted mobility and the balance failed to specify the handicap. Of all BBA students, slightly more than half felt that they were aware of services to the handicapped and 67 percent felt that there were no barriers at UMA. It is interesting that given the higher incidence of handicapped individuals in the BBA program, business students were 10 percent less likely to perceive barriers at UMA than were all UMA students.

Veterans comprised 53 percent of all BBA students, a percentage 2.5 times that of the general population. Most of the veterans, 64 percent, were male, and three-fourths of all veterans had been separated from active duty for three to ten years. Nearly half of all veterans are receiving VA benefits, with six percent also receiving state VA benefits. This level of benefit-recipients is significantly greater than the general population levels, but can be directly attributed to the 29 percent difference in veterans levels between the two groups.

The BBA Program had significantly more transfer students than either of the other two programs under review or the general population. Whereas, UMA has 22 percent transfer students enrolled generally the BBA Program has a 57 percent transfer student level. Slightly more than half transferred with partial credit, 36 percent received full credit and only seven percent transferred with no credit. Despite the high level of partial credit transfers, 77 percent of the BBA students indicated that they were satisfied with their transfer. Most, 43 percent, had

been previously enrolled at another four-year college, 10 percent had been at UMA before enrolling in the BBA Program and 13 percent had been at other private colleges. Not surprisingly, only two percent had been enrolled at vocational/technical institutes as compared to 11 percent of all UMA students. Twenty-four percent of all BBA majors had never been enrolled at other institutions before coming to UMA. Eighteen percent of all BBA students are first-time students at UMA. Of the new students studied in this semester, 75 percent were male. The three to one ratio of male to female new students is an anomaly of the trend identified in the general population in which 63 percent of all new students were female.

TABLE 19



Percent of Students in BBA Program who have Previously Attended a Public Four-Year College Prior to Attending UMA

SUMMARY OF SIGNIFICANT FINDINGS

(Bachelor's Degree in Business Administration Sample)

As with their UMA counterparts, the majority of BBA students (44%) learned about UMA from relatives and friends. Perhaps given the older age of BBA students, they were less likely to have learned about UMA at their high school (6%) or be contacted by a UMA representative (7%) than were other UMA students. BBA majors were, however, slightly more likely to have obtained information from an educational information service (10%) or a college catalog (19%) than were those in the general population. The predominant institutional factor that influenced BBA students' desire to attend UMA was the fact that UMA was so close to home, with 85 percent of all BBA students citing proximity as the primary factor. While all other groups identified location as an influencing source (69%), it appears that this factor is more important to BBA majors. Significantly more of the continuing, part-time, evening BBA students found this factor to be crucial. Costs also were much more important to this group (63%) than to most UMA students (34%), although the availability of financial aid (8%) was less so than to other UMA students (17%). The academic reputation of UMA was of consequence to only seven percent of the BBA students, as compared to its importance to an also relatively small percentage of the general population (11%). The course offerings were also cited by less than half of the BBA students (43%) as compared to slightly more of the total student body (63%).

TABLE 20

INSTITUTIONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
ACADEMIC REPUTATION	20.0 (47.6)	80.0 (52.4)	80.0 (61.9)	20.0 (38.1)	0.0 (61.9)	100.0 (38.1)	20.0 (57.1)	80.0 (42.9)	0.0 (52.4)	100.0 (47.6)
COURSE OFFERINGS	62.0 (39.0)	38.0 (61.0)	79.3 (69.7)	20.7 (30.3)	82.8 (67.2)	17.2 (32.8)	34.5 (31.1)	65.5 (68.9)	24.1 (35.3)	75.9 (64.7)
COSTS	50.0 (41.5)	50.0 (58.5)	66.7 (55.4)	33.3 (44.6)	80.6 (81.5)	19.4 (18.5)	36.1 (46.1)	63.9 (53.9)	22.2 (50.8)	77.8 (49.2)
FINANCIAL AID	33.3 (24.2)	66.7 (75.8)	83.3 (63.6)	16.7 (36.4)	83.3 (60.6)	16.7 (39.4)	83.3 (57.6)	16.7 (42.4)	50.0 (48.5)	50.0 (51.5)
SOCIAL REPUTATION	100.0 (75.0)	0.0 (25.0)	100.0 (75.0)	0.0 (25.0)	0.0 (25.0)	100.0 (75.0)	100.0 (50.0)	0.0 (50.0)	100.0 (0.0)	0.0 (100.0)
CLOSE TO HOME	60.3 (35.0)	39.4 (64.93	79.3 (70.2)	20.7 (29.8)	84.5 (75.4)	15.5 (24.6)	34.4 (33.6)	65.6 (66.4)	25.9 (37.3)	74.1 (62.7)
STUDENT SERVICES	0.0 (28.6)	100.0 (71.4)	0.0 (71.4)	100.0 (28.6)	0.0 (57.1)	0.0 (42.9)	0.0 (42.9)	100.0 (57.1)	0.0 (42.9)	100.0 (57.1)
MORE CONVENIENT	45.7 (28.7)	54.3 (71.3)	80.0 (73.6)	20.0 (26.4)	85.7 (77.0)	---- (23.0)	40.0 (36.8)	60.0 (63.2)	25.7 (33.3)	74.3 (66.7)
OTHER	100.0 (33.3)	0.0 (66.7)	50.0 (55.6)	50.0 (44.4)	100.0 (77.8)	0.0 (22.2)	50.0 (33.3)	50.0 (66.7)	100.0 (33.3)	0.0 (66.7)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 21

SOURCE OF INFORMATION ABOUT UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
PEOPLE AT HIGH SCHOOL	0.0 (41.2)	100.0 (58.8)	50.0 (29.4)	50.0 (70.6)	100.0 (82.4)	0.0 (17.6)	0.0 (47.1)	100.0 (52.9)	33.3 (47.1)	66.7 (52.9)
RELATIVES, FRIENDS, ETC.	60.0 (37.5)	40.0 (62.5)	60.0 (66.7)	40.0 (33.3)	76.7 (74.0)	23.3 (26.0)	43.3 (40.6)	56.7 (59.4)	33.3 (41.7)	66.7 (58.3)
REPRESENTATIVE OF UMA	80.0 (18.8)	20.0 (81.2)	66.7 (75.0)	33.3 (25.0)	80.0 (68.7)	20.0 (31.3)	20.0 (25.0)	80.0 (75.0)	0.0 (31.3)	100.0 (68.7)
EDUCATIONAL INFORMATION SERVICE	57.1 (53.9)	42.9 (46.1)	100.0 (69.2)	0.0 (30.8)	71.4 (61.5)	28.6 (38.5)	71.4 (30.8)	28.6 (69.2)	71.4 (30.8)	28.6 (69.2)
COLLEGE CATALOG	46.2 (26.7)	53.8 (73.3)	85.7 (63.3)	14.3 (36.7)	53.8 (73.3)	46.2 (26.7)	46.2 (26.7)	53.8 (73.3)	23.1 (33.3)	76.9 (66.7)
MATERIAL IN MAIL	60.0 (34.6)	40.0 (65.4)	33.3 (80.8)	66.7 (19.2)	100.0 (76.9)	0.0 (23.1)	40.0 (19.2)	60.0 (80.8)	20.0 (11.5)	80.0 (88.5)
NEWSPAPER OR MAGAZINE	58.3 (37.3)	41.7 (62.7)	100.0 (82.3)	0.0 (17.7)	87.5 (76.4)	12.5 (23.6)	20.8 (19.6)	79.2 (80.4)	25.0 (25.5)	75.0 (74.5)
RADIO OR TV	100.0 (25.0)	0.0 (75.0)	50.0 (50.0)	50.0 (50.0)	100.0 (75.0)	0.0 (25.0)	0.0 (25.0)	100.0 (75.0)	0.0 (50.0)	100.0 (50.0)
INFORMATIONAL DISPLAY	100.0 (25.0)	0.0 (75.0)	88.2 (50.0)	11.8 (50.0)	66.7 (75.0)	33.3 (25.0)	66.7 (33.3)	33.3 (66.7)	100.0 (41.7)	0.0 (58.3)
OTHER	37.5 (68.2)	62.5 (31.8)	---- (59.1)	---- (40.9)	75.0 (59.1)	25.0 (40.9)	75.0 (30.4)	25.0 (63.6)	50.0 (40.9)	50.0 (59.1)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 22

PERSONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
FORMER STUDENT'S ADVICE	50.0 (37.5)	50.0 (62.5)	25.0 (50.0)	75.0 (50.0)	100.0 (62.5)	0.0 (37.5)	0.0 (56.3)	100.0 (43.7)	0.0 (43.8)	100.0 (56.2)
TEACHER OR FRIEND'S ADVICE	60.0 (32.1)	40.0 (67.9)	70.0 (60.7)	30.0 (39.3)	90.0 (71.4)	10.0 (28.6)	40.0 (50.0)	60.0 (50.0)	20.0 (53.6)	80.0 (46.4)
COUNSELOR'S ADVICE	66.7 (35.3)	33.3 (64.7)	60.0 (41.2)	40.0 (58.8)	100.0 (52.9)	0.0 (47.1)	66.7 (41.2)	33.3 (58.8)	66.7 (58.8)	33.3 (41.2)
EMPLOYER'S SUGGESTION	50.0 (54.6)	50.0 (45.4)	71.4 (81.8)	28.6 (18.2)	100.0 (45.5)	0.0 (54.5)	0.0 (18.2)	100.0 (81.8)	0.0 (45.5)	100.0 (54.5)
RETAIN OR IMPROVE EMPLOYMENT	62.9 (37.2)	37.1 (62.8)	61.5 (73.3)	38.5 (26.7)	85.7 (75.6)	14.3 (24.4)	25.7 (20.9)	74.3 (79.1)	14.3 (20.9)	85.7 (79.1)
CHANGE IN LOCATION	66.7 (25.0)	33.3 (75.0)	80.0 (37.5)	20.0 (62.5)	66.7 (50.0)	33.3 (50.0)	33.3 (62.5)	66.7 (37.5)	50.0 (62.5)	50.0 (37.5)
IDENTIFY WITH STUDENTS	0.0 (33.3)	100.0 (66.7)	87.5 (44.4)	12.5 (55.6)	100.0 (77.8)	0.0 (22.2)	100.0 (66.7)	0.0 (33.3)	0.0 (59.6)	100.0 (40.4)
PARENT'S ADVICE	75.0 (50.0)	25.0 (50.0)	100.0 ----	0.0 100.0	50.0 (66.7)	50.0 (33.3)	50.0 (75.0)	50.0 (25.0)	50.0 (75.0)	50.0 (25.0)
OTHER	58.8 (40.4)	41.2 (59.6)	66.7 (71.1)	33.3 (28.9)	76.5 (73.1)	23.5 (26.9)	52.9 (51.9)	47.1 (48.1)	50.0 (50.0)	50.0 (50.0)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

The personal factors that influenced BBA students to attend UMA are predominately employment oriented. Fifty-two percent of all BBA students are here to retain or improve their employment, although only three percent come to the institution on their employer's suggestion. Again those that selected this factor as a primary motivation were primarily male, continuing, part-time and evening students.

In summary, it appears that the decision for BBA students to attend UMA is strongly influenced by UMA's proximity to home, costs and employment retention and improvement potential, respectively. Given these factors, UMA was the first choice for 77 percent of the students. Most (42%), if they had not come to UMA, would have gone to a public four-year institution.

Most of the BBA students have been enrolled at UMA for two years (25%) with 22 percent being enrolled for three or four years and 18 percent having been at the institution for more than four years. The BBA program tends to have current students who have been at the institution longer--50 percent fewer students that are first-semester or first-year students than the general population.

While most of the BBA students are part-time (61%), the BBA program has seven percent more full-time students than the general population. Conversely, even though the BBA program has seven percent more full-time students than the total student body, BBA students attend classes in the evening (68%), eight percent more often than other UMA students.

Most BBA students attend the Augusta site (70%) with 19 percent attending Lewiston/Auburn and 11 percent attending Rockland.

The goals of BBA students were, for the most part, reflective of the goals of all UMA students. Consistent with the BBA students' decision to attend UMA in order to increase employment opportunities, the primary goal for current BBA students is to improve their job skills (51%). Twenty-nine percent of the students feel that this is a goal they have achieved or are achieving. Closely related to job improvement is the desire of BBA students to increase their knowledge and understanding in an academic field. While 45 percent stated that this was a goal that was most important to them at this time, 37 percent also feel that it is a goal that they have achieved or are achieving. This ratio of knowledge development goal-seekers to achievers is closer among BBA students than the general population.

To "prepare for a new career" and "to formulate long-range career plans or goals" were cited as most important goals by both BBA students and the general UMA student body. In both the target BBA group and the Global Sample, the percentage of students who cited such goals as most important was 38 percent and 20 percent felt that they were achieving such goals. The only significant indicator on which BBA students varied from the total student body was on the importance of increasing one's chances for a raise or promotion. The majority of BBA students felt that this goal was most important, as contrasted with other students who ranked "increasing chances for a raise" as of third importance.

While most BBA students are currently seeking a Bachelor's Degree, a slight majority (54%) are ultimately hoping to obtain a graduate or professional degree. BBA majors seem to be seeking higher degree attainments than the general population, in which 33 percent of UMA students ultimately hope to earn a professional degree.

Although most of the BBA students have attended UMA for two or more years, the majority (38%) have been in the degree program for one year or less. Nineteen percent have been in the program for one to two years as compared to 31 percent that have been at UMA for the same time period, and 29 percent have been in the degree program for two to four years while 39 percent have been attending UMA for that period. Thirteen percent have been in the degree program for four or more years and 25 percent have been enrolled at UMA for that duration. In all cases it is apparent that almost all BBA students have been enrolled at UMA for some period before declaring a BBA major. Most of the students (57%) are attending UMA part-time for credit. The balance, who are attending full-time (41%) is slightly higher than the 33 percent level of full-credit students in all other programs at UMA.

The fact that most BBA students are continuing, part-time, evening students is strongly influenced by their employment status. Seventy-two percent of all BBA majors are employed, with 62 percent working more than 30 hours a week and 10 percent working less than 30 hours. Only seven percent of those unemployed are currently looking for work. Women comprise all of the

homemakers and twice as many of the BBA students who are working part-time. Nevertheless, more of the females (54%) and more of the males (69%) are working full-time in the BBA population than in the general. As could be expected, part-time attendance at evening courses, is primarily selected by full-time employees--78 percent of all those who are working more than 30 hours are attending UMA part-time and in the evenings.

Most of the BBA students (71%) are planning to re-enroll at UMA in the next term. This interest in returning to UMA is roughly ten percentage points higher in the BBA sample than in the Global. Of those that plan to re-enroll, a slightly larger majority of the female students will do so than the males and a slightly larger majority of the full-time students will continue than will part-time students.

Eight percent of the BBA students will complete this program this semester, six percent (mostly full-time students) plan to transfer, two percent have no plans for further education and 12 percent are indecisive at this point about continuing. Females tend to be more decisive about future education plans than males.

The BBA students received financial aid in roughly the same percentages as the general population with the exception that three percent more applied and were denied and three percent less were not interested in financial aid.

BBA students' assessment of the services available at UMA generally paralleled that of all other UMA students. Most of the BBA students took advantage of academic advising and were satisfied with the service, almost all were aware of the service whether they used it or not. Counseling, study skills improvement and work study and tutoring were services that BBA students were aware of but seldomly used.

LIST OF SIGNIFICANT PROGRAM RESPONSE VARIANCES

Following are responses in the Business Administration sample which varied plus or minus one or more maximum error units from the point estimate in the Global Sample. As stated in the section on Statistical Validity at the beginning of this report, the maximum error for the BBA sample at the 95% level of confidence is 11.0%. These variances, therefore, exceed the percentage that could be attributed to sampling error. They should be considered to be the most significant differences from the Global population.

Question	Variation (Pct)
Female	- 19.76
Male	18.30
Perceive No Barriers	- 11.98
Veterans Status	29.00
Receiving VA Benefits	32.54
Rent .01 to $150.00	- 15.18
Is a Transfer Student	34.50
Got Full Transfer	14.56
Got No Credit	- 15.94
Previously Enrolled at Public 4-year College	19.35
Course Offerings Factor for Attending UMA	- 20.24
Costs Factor for Attending UMA	19.43
Close to Home Factor for Attending UMA	16.22
Been at UMA One Semester	- 17.64
Been at UMA One Year	- 14.44

Question	Variation (Pct)
Been at UMA Two Years	12.70
Been at UMA More Than Four Years	12.84
Attend at Augusta	14.63
Ultimate Goal a Graduate or Professional Degree	21.62
In Degree Program One Year or Less	- 19.53
Will Enroll Next Term at UMA	13.29

The preceding variations mean, for example, that our data indicates the proportion of transfer students in the BBA program is 34.5 percent more than in the Global Sample; i.e., 22.22 percent of the Global Sample are transfer students while 56.72 percent of the BBA population are transfer students. Since the variance which may be attributed to sampling error is 11.0 percent at the 95 percent confidence level, the 34.5 percent variation appears to represent a significant deviation which probably warrants further observation.

SUMMARY OF SIGNIFICANT FINDINGS

1978-1979 ALUMNI - BBA SAMPLE

The majority of all BBA Degree respondents were white (95%), male (77%), and between the ages of 41 and 50 (42%). The high percentage of male respondents is reflective of the 81 percent males in the graduating classes in 1978 and 1979. In comparison with the total alumni sample, the BBA respondents tend to fall into an older age grouping. The vast majority of all alumni respondents were between the ages of 18 and 30. Although the Bachelor of Science Degree in Business Administration is a three-year program at UMA, only six of the individuals indicated that they had attended UMA for two to three years. Most BBA alumni, 11 or 65 percent, had attended UMA for four or more years. This four-year length of stay at UMA compares to all alumni's average attendance duration of two to three years. The extended attendance of BBA Degree candidates is most likely related to the three-year degree requirement and the fact that most of the alumni respondents in the total sample were Associate Degree recipients. All of the respondents had attended the Augusta site, and two individuals had also received instruction at the Lewiston/Auburn site.

In most cases, there was a strong positive correlation between the goals that respondents had when they attended UMA and those that they now feel they are achieving or have achieved. There was overwhelming consensus among the respondents regarding the importance of attending UMA to obtain a degree. Ten individuals or 59

percent listed "obtaining a degree" as the most important goal that they had here at UMA, and an additional 12 percent listed this goal as the second most important. This goal of degree attainment was also the most important goal cited by all alumni in both years. All, of course, have achieved this goal. None of the BBA graduates cited the goal "to complete courses necessary to transfer to another educational institution" as a goal for attending UMA. This total lack of interest in transferring to another educational institution was not found in the total alumni population. Ten percent of the 1978 and 20 percent of the 1979 alumni had attended UMA for that purpose.

All of the 1979 BBA alumni who attended UMA with a goal of "increasing their knowledge and understanding in an academic field" felt that they had achieved this goal, whereas 67 percent of the 1978 graduates felt this was a goal they had met.

This trend toward significantly greater knowledge attainment in the 1979 group was true for the entire alumni population. Only 67 percent of all 1978 respondents felt that this was a goal they had achieved, as compared to 84 percent of the 1979 sample who felt that they had increased their academic knowledge. Two other interesting differences between the two years of BBA graduates emerge in looking at goal statements. None of the 1978 graduates attended college with a goal of discovering career interests as opposed to 40 percent of 1979 graduates who said this had been one of their goals at UMA. With regard to academics and employment, all of the 1978 graduates who had attended college with the

goal of improving their knowledge, technical skills and competencies for their job felt that they had accomplished such. Only half of the 1979 graduates who had attended UMA for this reason felt that they had or were achieving the goal of improving job competency. This percentage of goal achievers in 1978 is significantly above the 68 percent total sample response, and the 50 percent goal achievement in 1979 is slightly below the total sample rate of 63 percent. Since more of BBA alumni in 1979 than in 1978 felt that they had increased their knowledge in an academic field and fewer in 1979 than in 1978 felt that they had or were achieving the goal of increasing their job competencies, it is impossible to draw any conclusions about program differences which may have occurred in the two sample years. The differences in goal achievement levels are most likely related to the differences in the two population groups than to program quality variations.

Many of the 1978 and 1979 graduates, 13 or 77 percent, have plans for further education and hope to earn a Master's Degree. This high percentage of respondents intending to continue their education to a Master's Degree level seems to indicate that the BBA graduates are a more educationally motivated group of students. In comparison to all alumni, only 27 percent will return to school to seek a Master's Degree. Only two have taken and passed licensing or certification exams related to their major at this time, although an additional five individuals plan to take an exam in the future. It is these five individuals who have enrolled at

another four-year institution since graduation and who are currently working on Master's Degrees. All of these Master's Degree candidates stated that they thought that UMA had given them good or adequate preparation for the additional college work. Only one had transferred credit from UMA toward the additional college work.

Of all the 1978 and 1979 BBA graduates, only one is not currently employed. The high percentage (91%) of BBA graduates currently employed compares favorably with an 83 percent rate for all 1978 and 1979 alumni. Some are working in degree-related fields such as accounting, but many are in diverse occupations ranging from a computer programmer, correctional officer, tractor driver, to mill worker. The majority, 11 or 65 percent, had this job which continued after graduation. More of the BBA graduates had jobs that continued than did those in the total sample. Most, 53 percent, are earning less than $14,999 a year, and three are in the $15,000 to $24,000+ income range. Most felt that UMA's preparation for the first job had been adequate, with two individuals describing the preparation as excellent.

STUDENT PROFILE

NEW AND CONTINUING STUDENTS

ASSOCIATE DEGREE IN NURSING SAMPLE

DEMOGRAPHIC PROFILE

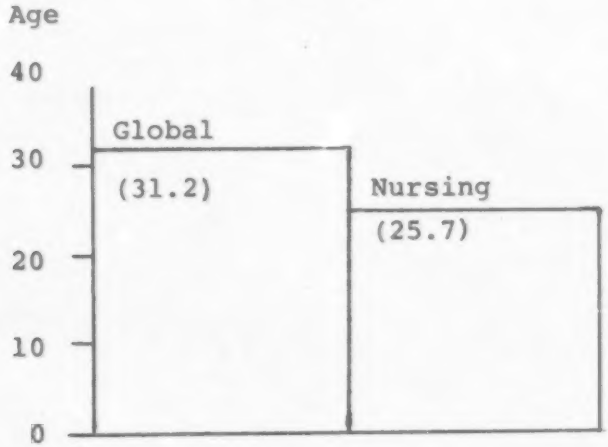
(Associate of Science in Nursing Sample)

Ninety-one percent of the students in the Nursing Program are women. Broken down specifically, this means that 120 of the students are women and the remainder are men.

The racial make-up of the nursing students is remarkably similar to the general student population at UMA.

It would appear that the nursing students' average age would be about 25.5. This is about five and one-half years younger than the average age of the general student population. While the largest single group of women in nursing are in the 31 to 40 age range, the distribution of ages is heavily weighted toward the younger ranges.

TABLE 23



Average age of students in Nursing Program compared with average age in Global Sample.

Sixty-three percent of nursing students indicate they are currently married.

The number of children, if anything, appears to be skewed slightly toward fewer numbers of children than the general student population. Eighty-six percent of nursing students have two or fewer children while only 75 percent of the general student body fall in the same category. Children of nursing students, while fewer in number, appear to be younger. Sixty-four percent of children of nursing students are under ten years of age while 48 percent of the general population has children under 10.

SUMMARY OF SIGNIFICANT FINDINGS

(Associate of Science in Nursing)

Ten percent of the nursing student population indicates a handicapping condition. This rate is nearly double that of the general population. Four percent of the nurses report restricted vision as the major handicap. Slightly more than 50 percent of nursing candidates are aware of services to the handicapped while 57 percent perceive no barriers to pursuing activities at UMA. It is interesting to note that 20 percent more nurses did perceive barriers than did the general population. This perhaps is due to their being more aware of such conditions and the fact that many of their classes are held in Jewett Hall on the second floor level.

Just six percent of nursing students are veterans. Those who are veterans have been separated from the services two years (25%), three to five years (25%), six to ten years (25%), and eleven or more years (25%). Half of those veterans are receiving VA benefits and approximately one-third are receiving State veteran benefits.

The rent (or mortgage payment) paid is very similar in range to that reported in the Global Sample. Seventy-seven percent of nursing students pay $200 per month or less in such payments.

Thirty percent of nursing students are transfer students. Nearly 98 percent received full or partial credit and almost 80 percent were satisfied with their transfer.

Slightly more than eight percent of the nursing students claimed to be new students in the spring 1980 term.

The type of institution in which nursing candidates had previously been enrolled was very similar to the Global Sample. The only significant variation was that eight percent fewer nurses previously attended a public four-year institution than did respondents in the Global Sample.

Nursing students chose course offerings (76.8%), costs (55.6%), nearness to home (71.72%) and inconvenient to go elsewhere (54.6%) as the institutional factors influencing their choice to attend UMA. Most of these reasons were significantly more important to nurses than to members of the general UMA population. The most significant personal factor was to retain or improve employment (42.4%). This was substantially the same as the ratio for the Global population. Nurses learned about UMA through relatives and friends (52.5%). Significantly larger numbers of nurses learned about UMA through representatives of UMA and through its college catalog than did the Global Sample.

The following three tables show various institutional and personal factors for attending UMA, and how the student found out about UMA.

TABLE 24

INSTITUTIONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
ACADEMIC REPUTATION	12.5 (47.6)	87.5 (52.4)	37.5 (61.9)	62.5 (38.1)	75.0 (61.9)	25.0 (38.1)	75.0 (57.1)	25.0 (42.9)	100.0 (52.4)	0.0 (47.6)
COURSE OFFERINGS	7.9 (39.0)	92.1 (61.0)	63.2 (69.7)	36.8 (30.3)	85.5 (67.2)	14.5 (32.8)	72.4 (31.1)	27.6 (68.9)	93.4 (35.3)	6.6 (64.7)
COSTS	9.1 (41.5)	90.9 (58.5)	61.8 (55.4)	38.2 (44.6)	90.9 (81.5)	9.1 (18.5)	67.3 (46.1)	32.7 (53.9)	90.9 (50.8)	9.1 (49.2)
FINANCIAL AID	5.3 (24.2)	94.7 (75.8)	73.7 (63.6)	26.3 (36.4)	94.7 (60.6)	5.3 (39.8)	78.9 (57.6)	21.1 (42.4)	94.7 (48.5)	5.3 (51.5)
SOCIAL REPUTATION	0.0 (75.0)	100.0 (25.0)	100.0 (75.0)	0.0 (25.0)	100.0 (25.0)	0.0 (75.0)	0.0 (50.0)	100.0 (50.0)	100.0 (0.0)	0.0 (100.0)
CLOSE TO HOME	5.6 (35.0)	94.4 (65.0)	69.0 (70.2)	31.0 (29.8)	91.6 (75.4)	8.4 (24.6)	67.6 (33.6)	32.4 (66.4)	87.3 (37.3)	12.7 (62.7)
STUDENT SERVICES	---- (78.6)	---- (71.4)	---- (71.4)	---- (28.6)	---- (57.1)	---- (42.9)	---- (42.9)	---- (57.1)	---- (42.9)	---- (57.1)
MORE CONVENIENT	5.6 (28.7)	94.4 (71.3)	79.6 (73.6)	20.4 (26.4)	90.7 (77.0)	9.3 (23.0)	75.9 (36.8)	24.1 (62.3)	92.6 (33.3)	7.4 (66.7)
OTHER	0.0 (33.3)	100.0 (67.7)	0.0 (55.6)	100.0 (44.4)	100.0 (77.8)	0.0 (22.2)	0.0 (33.3)	100.0 (66.7)	100.0 (33.3)	0.0 (66.7)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 25

PERSONAL FACTORS INFLUENCING DECISION

TO ATTEND UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
FORMER STUDENT'S ADVICE	9.1 (37.5)	90.9 (69.5)	63.6 (50.0)	36.4 (50.0)	72.7 (62.5)	27.3 (37.5)	81.8 (56.3)	18.2 (43.7)	90.9 (43.8)	9.1 (56.2)
TEACHER OR FRIEND'S ADVICE	5.9 (32.1)	94.1 (67.9)	64.7 (60.7)	35.3 (39.3)	100.0 (71.4)	0.0 (28.6)	82.3 (50.0)	17.7 (50.0)	100.0 (53.6)	0.0 (46.4)
COUNSELOR'S ADVICE	12.5 (35.3)	87.5 (64.7)	56.3 (41.2)	43.7 (58.8)	93.8 (52.9)	6.2 (47.1)	75.0 (41.2)	25.0 (58.8)	100.0 (58.8)	0.0 (41.2)
EMPLOYER'S SUGGESTION	0.0 (54.6)	100.0 (45.4)	66.7 (81.8)	33.3 (18.2)	100.0 (45.5)	0.0 (54.5)	33.3 (18.2)	66.7 (81.8)	100.0 (45.5)	0.0 (54.5)
RETAIN OR IMPROVE EMPLOYMENT	7.1 (37.2)	92.9 (62.8)	69.0 (73.3)	31.0 (26.7)	88.1 (75.6)	11.9 (24.4)	69.0 (20.9)	31.0 (79.1)	88.1 (20.9)	11.9 (79.1)
CHANGE IN LOCATION	0.0 (25.0)	100.0 (75.0)	66.7 (37.5)	33.3 (62.5)	100.0 (50.0)	0.0 (50.0)	66.7 (62.5)	33.3 (37.5)	100.0 (62.5)	0.0 (37.5)
IDENTIFY WITH STUDENTS	0.0 (33.3)	100.0 (66.7)	0.0 (44.4)	100.0 (55.6)	100.0 (77.8)	0.0 (22.2)	0.0 (66.7)	100.0 (33.3)	100.0 (59.6)	0.0 (40.4)
PARENT'S ADVICE	0.0 (50.0)	100.0 (50.0)	0.0 ----	100.0 (100.0)	100.0 (66.7)	0.0 (33.3)	0.0 (75.0)	100.0 (25.0)	100.0 (75.0)	0.0 (25.0)
OTHER	0.0 (40.4)	100.0 (59.6)	66.7 (71.1)	33.3 (28.9)	100.0 (73.1)	0.0 (26.9)	83.3 (51.9)	16.7 (48.1)	95.8 (50.0)	4.2 (50.0)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

TABLE 26

SOURCE OF INFORMATION ABOUT UMA

	M	F	OVER 25	TO 25	CONT.	NEW	FT	PT	DAY	EVE.
PEOPLE AT HIGH SCHOOL	0.0 (41.2)	100.0 (58.8)	0.0 (29.4)	100.0 (70.6)	100.0 (82.4)	0.0 (17.6)	71.4 (47.1)	28.6 (52.9)	85.7 (47.1)	14.3 (52.9)
RELATIVE, FRIEND, ETC.	7.7 (37.5)	92.3 (62.5)	65.4 (66.7)	34.6 (33.3)	92.31 (74.0)	7.69 (26.0)	69.2 (40.6)	30.8 (59.4)	96.1 (41.7)	3.9 (58.3)
REPRESENTATIVE OF UMA	5.9 (18.8)	94.1 (81.2)	70.6 (75.0)	29.4 (25.0)	88.2 (68.7)	11.8 (31.3)	82.3 (25.0)	17.7 (75.0)	88.2 (31.3)	11.8 (68.7)
EDUCATIONAL INFORMATION SERVICE	0.0 (53.9)	100.0 (46.1)	75.0 (69.2)	25.0 (30.8)	100.0 (61.5)	0.0 (38.5)	100.0 (30.8)	0.0 (69.2)	100.0 (30.8)	0.0 (69.2)
COLLEGE CATALOG	9.7 (26.7)	90.3 (73.3)	64.5 (63.3)	35.5 (36.7)	93.5 (73.3)	6.5 (26.7)	80.6 (26.7)	19.4 (73.3)	100.0 (33.3)	0.0 (66.7)
MATERIAL IN MAIL	0.0 (34.6)	100.0 (65.4)	71.4 (80.8)	28.6 (19.2)	100.0 (76.9)	0.0 (23.1)	57.1 (19.2)	42.9 (80.8)	100.0 (11.5)	0.0 (88.5)
NEWSPAPER OR MAGAZINE	0.0 (37.3)	100.0 (62.7)	84.6 (82.3)	15.4 (17.7)	84.6 (76.4)	15.4 (23.6)	53.8 (19.6)	46.2 (80.4)	76.9 (25.5)	23.1 (74.5)
RADIO OR TV	0.0 (25.0)	100.0 (75.0)	55.6 (50.0)	44.4 (50.0)	50.0 (75.0)	50.0 (25.0)	55.6 (25.0)	44.4 (75.0)	100.0 (50.0)	0.0 (50.0)
INFORMATION DISPLAY	0.0 (25.0)	100.0 (75.0)	71.4 (50.0)	28.6 (50.0)	85.7 (75.0)	14.3 (25.0)	71.4 (33.3)	28.6 (66.7)	100.0 (41.7)	0.0 (58.3)
OTHER	12.5 (68.2)	87.5 (31.8)	87.5 (59.1)	12.5 (40.9)	100.0 (59.1)	0.0 (40.9)	87.5 (30.4)	12.5 (63.6)	100.0 (40.9)	0.0 (59.1)

AMOUNTS SHOWN ARE PERCENTAGES

PARENTHESES INDICATE "GLOBAL SAMPLE" PERCENTAGES

The various factors are cross-indexed by sex, age, new or continuing status, full-time/part-time, day/evening and UMA site attended.

The 71 percent of nursing students who indicated UMA was their first choice was substantially the same rate as shown by the responses of the Global population.

Comparing the Global Sample response to this question we find 10 percent fewer nurses chose a public four-year college as their first choice while 15 percent more nurses would have attended a vocational hospital school as their first choice.

While 67 percent of all UMA students indicate they have attended for one year or less, a corresponding percentage of nursing students state that they have been in attendance for two years or for three years.

More than two-thirds of nursing students attend UMA full-time (12 or more credit hours). This is significantly different from the general population wherein less than one-third are full-time.

The difference is much more marked in the day/evening classification. Nearly 91 percent of nurses attend day classes as compared to 35 percent from the general population.

An interesting observation may be made here that, while the nursing population is well above the "traditional" college age,

94.6 percent of them are full-time, day students which certainly can be considered a "traditional" status.

Approximately 59 percent of respondents take at least one of their courses at Augusta. Three percent said they take courses at Lewiston and nearly 30 percent take classes at Rockland or one of the Mid-Coast sites. Just under nine percent of the respondents take their courses at Presque Isle.

The maximum distance students are willing to travel to class are very similar to the general student population although nursing students tended to be more willing to travel longer distances.

With only one insignificant difference, the nursing student population reflected the same goals and level of attainment as the general population. It was interesting to note that the rates by which each population selected the order of the goal was very similar. Thus, nurses felt that increasing knowledge and obtaining a degree (in this case an occupationally focused degree) were very important academic goals. Preparing for a new career was quite important. Improving job skills was the most often chosen job related goal. Extra-curricular activities were relegated to third choice in all cases. Personal goals mainly were for enrichment or to develop independence. On the average, goals are being met by 25% of the students.

Virtually all nursing students were currently striving for an Associate Degree while nearly 74 percent had an ultimate goal of

receiving a Bachelor's Degree. Nearly 20 percent had aspirations for a graduate or professional degree.

Of all nursing respondents 92 percent have been in their degree program for three years or less.

Only 10 percent of nursing candidates are employed for more than 30 hours per week. More than one-third of the respondents work less than 30 hours per week and another 30 percent are "not employed and do not care to work while attending college." As would be expected, full-time and day students both tend to work fewer hours in an employment status.

Nursing candidates overwhelmingly prefer to take their classes on weekday mornings. This same preference is indicated to a similar degree by both full-time and part-time respondents.

Nearly half of all respondents indicate a plan to enroll at UMA in the fall 1980 term. Approximately one-third of this group will have completed their program during the spring 1980 term. Cross-indexing full-time/part-time with enrollment plans shows little difference between those two groups. However, nearly 20 percent of part-time nursing students have not formulated future plans. This compares with less than two percent of full-time people who do not know their future plans.

Almost without exception, nursing students responded to the questions concerning services the same as those in the Global Sample.

The reader is invited to peruse the detailed findings for specific responses to specific services.

LIST OF SIGNIFICANT PROGRAM RESPONSE VARIANCES

Following are responses in the Nursing Sample which varied plus or minus one or more maximum error units from the point estimate in the Global Sample. As stated in the section on Statistical Validity at the beginning of this report the maximum error for the Nursing Sample at the 95% level of confidence is 9.6%. These variances therefore exceed the percentage that could be attributed to sampling error. They should be considered to be the most significant differences from the Global population.

Question	Variation (Pct)
Female	30.90
Male	- 30.90
Children 16 and over	- 11.37
Perceive No Barriers	- 22.17
Veteran Status	- 17.69
Receiving VA Benefits	- 11.40
Is a Transfer Student	8.39
Got Full Transfer Credit	12.18
Got Partial Transfer Credit	13.88
Received No Credit	- 20.30
Brand New Student	- 20.24
Previously Enrolled at Public Four-Year College	- 8.47
Course Offerings Factor for Attending UMA	13.88
Cost Factors for Attending UMA	22.05
Inconvenient Elsewhere Factor for Attending UMA	9.70

Question	Variation (Pct)
Learned of UMA from UMA Representative	8.92
Learned of UMA from College Catalog	15.85
Learned of UMA from Newspaper or Magazine	- 13.16
If Not UMA Would Have Chosen Public Four-Year College	- 10.89
If Not UMA Would Have Chosen Voc./Hospital School	15.25
Been at UMA One Semester	- 32.17
Been at UMA One Year	- 14.92
Been at UMA Two Years	23.12
Been at UMA Three Years	22.02
Full-Time	38.01
Part-Time	- 36.95
Day	55.64
Evening	- 55.57
Attended at Augusta	8.50
Attended at Lewiston, etc.	- 19.86
Attended at Rockland, etc.	11.36
Maximum Travel Over 30 Miles	12.59
Ultimate Goal a Graduate or Professional Degree	- 13.00
In Degree Program One Year or Less	- 28.60
In Degree Program One to Two Years or Less	12.83
In Degree Program Two to Three Years or Less	19.65
Full-Time For Credit	26.91
Part-Time For Credit	- 13.93
Not For Credit	- 12.98
Employed More Than 30 Hours	- 40.87
Employed Less Than 30 Hours	14.74
Not Working - Don't Want To	20.99

Question	Variation (Pct)
Classes Weekday Mornings	38.32
Classes Weekday Evenings	- 37.43
Will Enroll Next Term at UMA	- 9.38
Will Complete Program This Term	25.15
Do Not Know Plans	- 14.59
Received Financial Aid	14.59
Applied For and Denied	11.76
Don't Think Will Ever Apply	- 23.23

The preceding variations mean, for example, that our data indicates the proportion of day students in the nursing program is 55.64 percent more than in the Global Sample; i.e., 35.08 percent of the Global Sample are day students while 90.72 percent of the nursing population are day students. Since the variance which may be attributed to sampling error is 9.6 percent at the 95 percent confidence level, the 55.64 percent variation appears to represent a significant deviation which probably warrants further observation.

SUMMARY OF SIGNIFICANT FINDINGS

1978-1979 ALUMNI - NURSING SAMPLE

The majority of Associate Degree Nursing graduates responding for the years of 1978 and 1979 were white (100%), and female (81%) and between the ages of 31 and 40. The female to male ratio of respondents is reflective of the graduating student ratio. This overall profile holds true when the data is disaggregated by alumni year with the exception that the 1979 nursing alumni respondents tended to be older, with 64 percent aged 31 and over, as compared to only 25 percent of the 1978 respondents in this category. Although the Associate Degree Nursing Program is a two-year program, a majority, 58 percent of the respondents had attended UMA for three or four years. It appears that nursing graduates tended to attend UMA for longer durations than other alumni. Most alumni from 1978 and 1979 had attended UMA for two years. Only one individual had attended UMA for one year. Most of the respondents had received instruction at the UMA campus with one attending Lewiston/Auburn, two attending Camden, five attending Rockland, and five of the 1979 respondents having been served at Presque Isle.

In most cases there was a strong positive correlation between the goals that respondents had when they attended UMA and those that they now feel they have achieved or are achieving. There was overwhelming consensus among respondents regarding the importance of attending UMA to obtain a degree. Most listed "obtaining a

degree" as the most important goal that they had when they attended UMA. All, of course, have achieved this goal. Only four of the 1979 nursing graduates cited the goal of "completing courses necessary to transfer to another educational institution" as a reason for attending UMA. The 13 percent rate of those attending with the goal of transferring is roughly equivalent to the percentage of the total sample interested in transferring to another institution.

All of the 1978 and 1979 Associate Degree respondents stated that they had attended UMA with the goal of "increasing their knowledge and understanding in an academic field." However 90 percent of the respondents from 1979 also felt that this was a goal they had received, as opposed to only 50 percent of the respondents from 1979 who felt that they had increased their academic knowledge. This trend toward significantly greater knowledge attainment in the 1979 group was true for the entire alumni population. Only 67 percent of the entire 1978 respondents felt that this was a goal they had achieved, as compared to 84 percent of the 1979 sample who felt that they had increased their academic knowledge. Another important goal cited by a majority was "to prepare for a new career." Again the 1979 respondents tended to feel more positively that this was a goal they are or were achieving. The associated goal of "improving one's knowledge, technical skills and/or competencies for a job or career" was also highly ranked. An equal percentage, 79 percent, of both respondent groups felt this was a goal they had achieved. The 79 percent goal attainment

compared favorably in the nursing group to the 68 percent alumni in 1978 who felt that this job-related goal had been achieved and the 63% in the 1979 who concurred.

Many of the 1978 and 1979 alumni, 25 or 81 percent, have plans for further education, with half focusing on attaining a Bachelor's Degree and half working toward a Master's Degree. The large percentage of nursing graduates intending to return to school is slightly above that of the entire alumni population. The 50 percent rate of nursing students expecting to obtain a Bachelor's Degree is seven percentage points higher than the general population, and the 50 percent rate of nursing students seeking a Master's Degree is 23 percentage points above the number in the total alumni population seeking this degree.

Ninety-eight percent of the respondents have taken and passed a licensing or certification exam since college, and four individuals have enrolled at another college to obtain a Bachelor's Degree. While the rate of the nursing graduates intending to return to school is higher than the overall alumni population, the percentage of nursing students who actually have returned to school (13%) is below the 26 percent level for all alumni. Three of these individuals are attending a public four-year college and one is enrolled at a public two-year college. For those that have continued their education, half feel that UMA had given them adequate preparation and half thought UMA had given them good or excellent preparation for further study. In comparison with the

total sample, nursing students tend to feel more positively about their preparation at UMA. Three of the four transferred credits to their new institution.

Twenty-nine or 94 percent of the respondents are currently employed on a full- or part-time basis. The percentage of nursing graduates who are currently working on a full- or part-time basis is higher than for the general alumni group. All are working in the medical field, predominately as RN's. Most obtained their jobs just prior to graduation or immediately after, with only one individual looking for work for two to three months following graduation. The jobs were primarily obtained through direct application to the employer. This trend toward obtaining jobs just prior to graduation may indicate that nursing graduates are finding new or first-time jobs. The majority of all alumni graduate from UMA and continue in the same job they had when they completed their program. The majority, 56 percent, are currently earning $9,000 to $11,999 a year. A higher percentage of 1978 graduates were in the $12,000 to $17,999 income range than were the 1979 graduates. These ranges reflect the norm for the majority of alumni responding. Most of the graduates (50%) felt that UMA had given them adequate preparation for their job, 28 percent felt that the preparation was good, two or eight percent found it to be excellent and four or 14 percent thought that it was inadequate. A slightly higher percentage of nursing graduates than the total alumni group, found UMA's preparation to be excellent and slightly more found it to be inadequate.

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APPENDICES

APPENDIX A: Copy of New and Continuing Student Questionnaire

APPENDIX B: Copy of Recent Alumni Questionnaire

APPENDIX C1: Detailed Responses, Entering and Continuing Students, Global Sample

APPENDIX C2: Detailed Responses, Recent Alumni - 1978

APPENDIX C3: Detailed Responses, Recent Alumni - 1979

APPENDIX D: Detailed Responses, Entering and Continuing Students, Three-Year Degree in Public Administration Sample

APPENDIX E: Detailed Responses, Entering and Continuing Students, Three-Year Degree in Public Administration Sample

APPENDIX F: Detailed Responses, Entering and Continuing Students, Two-Year Associate Degree in Nursing

ENTERING AND
CONTINUING STUDENT SURVEY
STANDARD QUESTIONS SECTION

INSTRUCTIONS:

****

IGNORE SIDE 1 TO LEFT OF HEAVY GREEN LINE

****

Examples	Important Directions for Marking Answers
Wrong 1 ①⊗③④⑤	• Use black lead pencil only (No. 2½ or softer) • Do NOT use ink or ballpoint pens • Make heavy black marks that fill the circle completely • Erase cleanly answer you wish to change • Make no stray marks on the answer sheet
Wrong 2 ①②✓④⑤	
Wrong 3 ①②③●⑤	
Right 4 ①②③●⑤	

1. What is your sex?

   A Female
   B Male

2. How do you describe yourself? (Mark one.)

   A American Indian or Alaskan Native
   B Asian, Pacific Islander, or Filipino
   C Black or Afro-American
   D Hispanic, Chicano, or Spanish-speaking American
   E White or Caucasian
   F Franco-American
   G Other _____

3. How old are you?

   A Under 18
   B 18 to 22 years
   C 23 to 25 years
   D 26 to 30 years
   E 31 to 40 years
   F 41 to 50 years
   G 51 to 60 years
   H 61 years or more

4. Are you currently married?

   A Yes
   B No

5. Mark the number of children you have.

A none
B one child
C two children
D three children
E four children
F five or more children

Mark the number of children you have in the following age groups. For example, if you have two children between the ages of zero and five years, mark row 6, column C.

6. children between zero and five years old

A none
B one child
C two children
D three children
E four children
F five or more children

7. children between six and ten years old

A none
B one child
C two children
D three children
E four children
F five or more children

8. children between eleven and fifteen years old

A none
B one child
C two children
D three children
E four children
F five or more children

9. children sixteen years old or older

A none
B one child
C two children
D three children
E four children
F five or more children

10. Do you feel that you have a permanent handicap? (Mark all that apply.)

A no
B yes, restricted mobility
C yes, restricted hearing
D yes, restricted vision
E yes, but I prefer not to record it on this form

11. If yes, are you aware of services available to the handicapped?

A yes
B no

12. Do you perceive that there are barriers to pursuing any activity at UMA?

A yes
B no

13. Are you a veteran?

A yes
B no

14. If yes, how long have you been separated from active duty?

A one year or less
B two years
C three to five years
D five to ten years
E eleven years or more

15. Are you receiving educational benefits from the Veterans' Administration?

A yes
B no

16. Are you receiving educational benefits form the State Bureau of Veterans' Affairs?

A yes
B no

17. What is your monthly rent or mortgage payment?

A none
B up to $150
C $150 to $200
D $200 to $250
E $250 to $300
F $300 to $350
G $350 to $400
H $400 and up

18. Are you a transfer student?

A yes
B no

19. If yes, please mark the letter of the following which best describes your transfer experience to UMA.

A I received full transfer
B I received partial credit and transfer
C I received no credit and transfer

20. In general were you satisfied or dissatisfied with your transfer?

A satisfied
B dissatisfied

21. Is this the first semester ever that you have attended UMA?

A yes
B no

22. Have you previously enrolled in any postsecondary educational institution? If you have enrolled in more than one, please mark the most recent.

A No, I have not been previously enrolled.
B Yes, at this institution.
C Yes, at a public two-year college.
D Yes, at a public four-year college.
E Yes, at a private college or university.
F Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school.
G Other _____

The decision to attend a particular college is usually influenced by a variety of factors. Please mark all of the factors that influenced your choice to attend UMA.

23. Institutional Factors

A academic reputation of UMA
B course offerings
C costs
D availability of financial aid
E Institution's social reputation
F close to home
G range and availability of student services
H inconvenient to go elsewhere
I other _____

24. Personal Factors

A former student's advice
B teacher's or friend's advice
C counselor's advice
D employer's suggestion
E will help me retain or improve my current employment
F wanted a change in scenery or location
G I can identify with fellow students
H parent's advice
I other _____

25. How did you learn about our college? (Please mark all items that apply.)

A from people at my high school
B from relatives, friends, or acquaintances
C from a representative of this college

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D from a college placement service or some other education-information service
E from a college catalog
F from material I received in the mail
G from material I read in a newspaper or magazine
H from a radio or TV advertisement
I from an information display at an education fair, shopping center, county fair, or similar location
J other _____

26. Was our college your first choice?

A yes
B no

27. If no, what kind of college was your first choice?

A a public two-year college
B a public four-college
C a private college or university
D a vocational/technical school, hospital school of nursing, trade school, or business school
E other _____

28. How long have you been at our college?

A one semester
B one year
C two years
D three years
E four years
F more than four years

29. Are you currently a full- or part-time student?

A full-time (over 12 credits)
B part-time (under 12 credits)

30. Are you primarily enrolled in day or evening courses?

A day
B evening

31. What UMA sites do you attend? (Mark all that apply.)

A Augusta
B Lewiston/Auburn
C South Paris
D Bath
E Wiscasset
F Topsham
G Belfast
H Camden
I Rockland
J Waldoboro

32. What is the maximum distance you would be willing to travel to take courses?

A 0 to 10 miles
B 10 to 20 miles
C 20 to 30 miles
D over 30 miles

The following statements reflect the goals of many college students. In the first (A) column please mark the letters of those goals that are most important to you at this time. In the second (B) column please mark the goals that are second most important to you now. In the third (C) column please mark the goals that would be third most important to you. In the fourth (D) column indicate if you have achieved or are achieving that goal.

You MAY have an entry in column A OR column B OR column C AND column D.

Only one entry here Optional

(A) (B) (C) (D)

33. to increase my knowledge and understanding in an academic field.

34. to obtain a certificate or degree.

35. to complete courses necessary to transfer to another educational institution

36. other_____

37. to discover career interests

38. to formulate long-term career plans and/or goals

39. to prepare for a new career

40. other_____

41. to improve my knowledge, technical skills and/or competencies for my job or career

42. to increase my chances for a raise and/or promotion

43. other_____

44. to become actively involved in student life and campus activities

45. to increase my participation in cultural and social events

46. to meet people

47. to increase my participation in recreational or athletic events

48. other _____

49. to increase my self-confidence

50. to improve my leadership skills

51. to improve my ability to get along with others

52. to learn skills that will enrich my daily life or make me a more complete person

53. to develop my ability to be independent, self-reliant, and adaptable

54. other _____

What degree are you currently working toward at our college, and what is the highest degree you ultimately plan to earn? (Mark a number in each column.)

55. Current

A not seeking a certificate or degree
B certificate of one year or less
C certificate of more than one year
D associate degree
E bachelor's degree
F graduate or professional degree

56. Ultimate

A not seeking a certificate or degree
B certificate of one year or less
C certificate of more than one year
D associate degree
E bachelor's degree
F graduate or professional degree

57. Mark how long you have been in this degree program.

A one year or less
B one to two years
C two to three years
D three to four years
E four or more years

58. What is your intended enrollment status?

A primarily for credit-full-time (12 or more hours each term enrolled)
B primarily for credit-part-time (less than 12 hours each term enrolled)
C primarily not for credit

59. What is your primary employment or occupation status at this time? (Mark the most appropriate response.)

A employed more than 30 hours a week
B employed less than 30 hours a week
C homemaker, not employed outside of the home
D not employed but would like to work
E not employed and do not care to work while attending college

60. When would you prefer to take your classes?

A weekday mornings
B weekday evenings
C weekday afternoons
D anytime during the week
E anytime during the weekend
F no preference

61. Do you plan to enroll at our college next term?

A Yes
B No, I will complete my program this term.
C No, but I plan to return at some future date.
D No, I plan to transfer to another college.
E No, I have no plans for additional education at this time.
F I do not yet know my plans for next term.

62. Concerning financial aid, which of the following is true for you?

A I have received financial aid.
B I have applied for financial aid but was denied.
C I have not applied for financial aid but plan to apply in the future.
D I do not think I will ever apply.

The following are services provided by colleges. How would you evaluate these services as provided by our college? For each service mark the letter of the response that is most appropriate as follows:

A I did not know about this service.
B I knew about the service but did not use it.
C I used the service and was satisfied.
D I used the service but was dissatisfied.
E This service is essential to my needs.

You may mark one entry in the first four (column A to column D) plus one entry if applicable in column E. (Questions 63-93)

Only one entry here Optional

63. Admissions

64. Registrar's Office

65. Business Office

66. Academic Advising

67. Counseling

68. Reading, writing, math, and study-skills improvement

69. Tutoring

70. Minority Affairs-International/Intercultural services

71. College Cultural Programs

72. Recreation Programs

73. Financial Aid

74. Student Work-Study

75. Career Resource Center

76. Job Placement

77. Housing Assistance

78. Student Activity Center Food Service

79. Health Insurance

80. library (LRC)

81. Child Care

82. Bookstore

83. Parking

84. Campus Security

85. Testing

86. Student Government Extra-Curricular Activities

87. Audio-Visual Facilities

88. Veterans' Affairs

89. Transportation Services

90. Outreach Services

91. Intercollegiate Sports

92. Career Exploration Workshops and Counseling

93. Forum A Activities

94. If we compress our calendar into two twelve week semesters, would you attend evening classes that met for three hours and ten minutes per week?

    A Yes
    B No

95. If you are currently enrolled in evening classes and we expand them in length, would you take the same number of classes next year?

    A Yes
    B No

96. Would you attend evening classes twice a week for 1 hour and 35 minutes instead of once a week for 3 hours and 10 minutes?

    A Yes
    B No

Appendix A

If you have attended another college, please write the name of the one you most recently attended.

_____

If our college was not your first choice, please write the name of the college that was your first choice.

_____

What is your major or area of study?

_____

Questions which asked for "other" response: PLEASE MAKE CERTAIN YOU HAVE FILLED THE CIRCLE ON THE QUESTIONNAIRE INDICATING YOUR CHOICE OF "OTHER".

2_____

22_____

23_____

24_____

25_____

27_____

36_____

40_____

43_____

48_____

54_____

Please take a few minutes to tell us if you were not satisfied with any segment of UMA.

_____

_____

_____

Please use the space below for any comments you have about our college, this questionnaire or anything else you care to share with us.

_____

_____

_____

RECENT-ALUMNI QUESTIONNAIRE

STANDARD QUESTIONS SECTION

Instructions:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?

   0 Yes
   (1) No

   If you are not currently married, you would circle the number 1.

1. What is your sex?

   0 Female
   1 Male

2. How do you describe yourself? Mark one.

   0 American Indian or Alaskan Native
   1 Asian, Pacific Islander, or Filipino
   2 Black or Afro-American
   3 Hispanic, Chicano, or Spanish-speaking American
   4 White or Caucasian
   5 Franco-American
   6 Other _____

3. How old are you?

   0 Under 18
   1 18 to 22 years
   2 23 to 25 years
   3 26 to 30 years
   4 31 to 40 years
   5 41 to 50 years
   6 51 to 60 years
   7 61 years or more

4. Are you currently married?

   0 Yes
   1 No

5. Do you feel that you have a permanent handicap? Circle all that apply.

   0 No
   1 Yes, restricted mobility
   2 Yes, restricted hearing
   3 Yes, restricted vision
   4 Yes, but I prefer not to record it on this form
   5 Other _____

6. How long did you attend our college?

   0 One term
   1 One year
   2 Two years
   3 Three years
   4 Four years
   5 More than four years

7. What UMA sites did you attend? Circle all that apply.

   0 Augusta
   1 Lewiston/Auburn
   2 South Paris
   3 Bath
   4 Wiscasset
   5 Topsham
   6 Belfast
   7 Camden
   8 Rockland
   9 Waldo
  10 Presque Isle

8. The following statements reflect the goals of many college students. In the first column, please circle the letters of those goals that were important to you when you attended our college. In the second column, circle the letters of those goals you feel you are achieving or have achieved as a result of your experiences at our college.

   These goals were important to me when I attended this college.

   ↓ These goals I am achieving or have achieved.

   ↓ ↓ Academic Goals

   A A To increase my knowledge and understanding in an academic field
   B B To obtain a certificate or degree
   C C To complete courses necessary to transfer to another educational institution
   D D Other _____

These goals were important to me when I attended this college.

These goals I am achieving or have achieved.

		Career Preparation Goals
E	E	To discover career interests
F	F	To formulate long-term career plans and/or goals
G	G	To prepare for a new career
H	H	Other _____
		Job or Career Improvement Goals
I	I	To improve my knowledge, technical skills, and/or competencies for my job or career
J	J	To increase my chances for a raise and/or promotion
K	K	Other _____
		Social and Cultural Participation Goals
L	L	To become actively involved in student life and campus activities
M	M	To increase my participation in cultural and social events
N	N	To meet people
O	O	Other _____
		Personal-Development and Enrichment Goals
P	P	To increase my self-confidence
Q	Q	To improve my leadership skills
R	P	To improve my ability to get along with others
S	S	To learn skills that will enrich my daily life or make me a more complete person
T	T	To develop my ability to be independent, self-reliant, and adaptable
U	U	Other _____

9. From the list of goals in question 8, please select the three that were most important to you when you attended this college and enter their codes below. For example, if your most important goal was "to obtain a certificate or degree," enter the letter B in the first box.

Most Important [ ] Second Most Important [ ] Third Most Important [ ]

10. What was the most recent certificate or degree you received from our college?

0 Certificate of one year or less
1 Certificate of more than one year
2 Associate degree
3 None - Non-degree student
4 Other _____

11. Please write in the major or area of study associated with the certificate or degree referred to in Question 10.

_____

12. If you plan to continue your education, what is the highest degree you ultimately plan to earn?

0 Certificate
1 Associate Degree
2 Bachelor's Degree
3 Master's Degree
4 Specialist Degree (e.g., Ed. S.)
5 Professional Degree (e.g., medicine, law, theology)
6 Doctoral Degree (e.g., Ph. D., Ed. D., D.B.A.)

13. Have you taken any licensing or certification examination related to your major or area of study at our college?

0 Yes, I have taken and passed an exam
1 Yes, I have taken an exam but do not yet know the results
2 Yes, I have taken an exam but did not pass
3 No, I have not taken any exams, but plan to do so
4 No, and I do not plan to take any

14. Since completing your program at our college, have you enrolled at another college?

0 Yes
1 No

If no, skip to Question 20.

15. a. What kind of college did you first attend after you completed your program at our college?

0 A public two-year college
1 A public four-year college
2 A private college or university
3 A vocational/technical school, hospital school of nursing, trade school, or business school
4 Other _____

b. Please write in the name of that college.

_____

16. What certificate or degree were you seeking at the college referred to in Question 15?

0 Certificate
1 Associate Degree
2 Bachelor's Degree
3 Master's Degree
4 Specialist Degree (e.g., Ed. S.)
5 Professional Degree (e.g., medicine, law, theology)
6 Doctoral Degree (e.g., Ph. D., Ed. D., D.B.A.)

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17. Please write in your intended major or area of study at the college referred to in Question 15.

_____

18. How well did our college prepare you for your additional college work?

0 Excellent
1 Good preparation
2 Adequate preparation
3 Inadequate preparation
4 Does not apply

19. Did you transfer any credits from our college toward your additional college work?

0 Yes
1 No, I did not try to transfer any credits
2 No, I tried but they were not accepted

20. Are you currently employed?

0 Yes, I have a full-time job outside of the home
1 Yes, I have a part-time job outside of the home
2 No, I am not currently employed outside of the home

If no, skip to Question 27.

21. Describe your current job (e.g., accountant, engineer, salesperson, teacher).

_____

22. After completing your program at our college, how long did you look for work before obtaining your first job?

0 Had a job which continued after I completed my program
1 Obtained a job just prior to graduation
2 Less than two months after graduation
3 Two to three months after graduation
4 Four to eight months after graduation
5 More than eight months after graduation

23. How did you find your first job?

0 College placement office or professor
1 Professional periodicals or organizations
2 Civil Service application
3 Employment agency
4 Newspaper advertisement
5 Direct application to employer
6 Friends or relatives
7 Other _____

24. What is/was your annual salary or wage in your first job?

0 Less than $3,000 per year
1 $3,000 to $5,000 per year
2 $6,000 to $8,999 per year
3 $9,000 to $11,999 per year
4 $12,000 to $14,999 per year
5 $15,000 to $17,999 per year
6 $18,000 to $20,000 per year
7 $21,000 to $23,999 per year
8 $24,000 or more per year

25. How well did our college prepare you for your first job?

0 Excellent preparation
1 Good preparation
2 Adequate preparation
3 Inadequate preparation
4 Not applicable to first job

26. To what extent is/was your first job related to your major or area of study at our college?

0 Directly related
1 Somewhat related
2 Not related

27. If you currently are not employed or are not working in a job related to your major or area of study at our college, which of the following applies?

0 I never looked for work related to my major or area of study
1 I looked for work related to my major or area of study but could not find any

28. Whether you are currently employed or not, would you be willing to move to another community to work in a job related to your major or area of study at our college?

0 Yes
1 No

PLEASE USE THE SPACE BELOW FOR ANY COMMENTS YOU HAVE ABOUT OUR COLLEGE, THIS QUESTIONNAIRE, OR ANYTHING ELSE YOU CARE TO SHARE WITH US.

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DETAILED RESPONSES
ENTERING AND
CONTINUING STUDENT SURVEY

	#	Percent
1. Sex		
Female	117	(60.94)
Male	75	(39.06)
2. Describe Yourself		
American Indian or Alaskan Native	3	(1.58)
Black or Afro-American	1	(0.53)
White or Caucasian	168	(88.42)
Franco-American	18	(9.47)
3. Age		
Under 18	1	(0.53)
18 to 22 years	33	(17.46)
23 to 25 years	24	(12.70)
26 to 30 years	29	(15.34)
31 to 40 years	62	(32.81)
41 to 50 years	29	(15.34)
51 to 60 years	10	(5.29)
61 years or more	1	(0.53)
4. Marital Status		
Yes	112	(58.64)
No	78	(40.84)
5. Number of Children		
None	77	(40.53)
One	22	(11.58)
Two	45	(23.68)
Three	25	(13.16)
Four	12	(6.31)
Five or more	9	(4.74)
6. Children zero to five years		
None	127	(73.84)
One	28	(16.28)
Two	15	(8.72)
Four	1	(0.58)
Five or more	1	(0.58)
7. Children six to ten years		
None	131	(77.98)
One	29	(17.26)
Two	5	(2.98)
Three	2	(1.19)
Five or more	1	(0.59)

Appendix C1

	#	Percent
8. Children eleven to fifteen years		
None	125	(74.41)
One	26	(15.48)
Two	10	(5.95)
Three	5	(2.98)
Four	1	(0.59)
Five or more	1	(0.59)
9. Children sixteen or older		
None	132	(75.43)
One	9	(5.14)
Two	11	(6.29)
Three	12	(6.86)
Four	5	(2.86)
Five or more	6	(3.42)
10. Do you have a permanent handicap?		
No	181	(94.74)
Yes, restricted mobility	3	(1.58)
Yes, restricted vision	3	(1.58)
Yes, but I prefer not to record it on this form	4	(2.10)
11. If yes, are you aware of services available to the handicapped?		
Yes	26	(50.00)
No	24	(46.15)
12. Do you perceive that there are barriers to pursuing any activity at UMA?		
Yes	33	(19.64)
No	133	(79.17)
13. Are you a veteran?		
Yes	45	(23.94)
No	143	(76.06)
14. If yes, how long have you been separated from active duty?		
One year or less	4	(9.30)
Two years	2	(4.65)
Three to five years	4	(9.30)
Five to ten years	14	(32.56)
Eleven years or more	18	(41.86)
Spurious	1	(2.33)
15. Are you receiving educational benefits from the Veterans' Administration?		
Yes	25	(15.15)
No	139	(84.24)

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	#	Percent
16. Are you receiving educational benefits from the State Bureau of Veterans' Affairs?		
Yes	4	(2.45)
No	156	(95.71)
17. What is your monthly rent or mortgage payment?		
None	32	(17.20)
Up to $150	56	(30.11)
$150 to $200	47	(25.27)
$200 to $250	18	(9.68)
$250 to $300	12	(6.45)
$300 to $350	9	(4.84)
$350 to $400	5	(2.69)
$400 and up	6	(3.22)
18. Are you a transfer student?		
Yes	42	(22.22)
No	146	(77.25)
19. The following best describes transfer experience to UMA.		
I received full transfer.	11	(21.15)
I received partial credit and transfer.	26	(50.00)
I received no credit and transfer.	12	(23.08)
20. Satisfied or dissatisfied with transfer		
Satisfied	39	(73.59)
Dissatisfied	14	(26.41)
21. First semester ever attended UMA		
Yes	54	(28.57)
No	134	(70.90
22. Previously enrolled in any postsecondary education institution		
No, not been previously enrolled.	53	(28.19)
Yes, at this institution.	27	(14.36)
Yes, at a public two-year college.	6	(3.19)
Yes, at a public four-year college.	45	(23.93)
Yes, at a private college or university.	29	(15.43)
Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school.	20	(10.64)
Other _____	4	(2.13)

Appendix C1

	#	Percent
23. Institutional Factors		
Academic reputation of UMA	21	
Course offerings	122	
Costs	65	
Availability of Financial Aid	33	
Institution's social reputation	4	
Close to home	134	
Range and availability of student services	7	
Inconvenient to go elsewhere	87	
Other _____	9	
24. Personal Factors		
Former student's advice	16	
Teacher's or friend's advice	28	
Counselor's advice	17	
Employer's suggestion	11	
Will help me retain or improve my current employment	86	
Wanted a change of scenery or location	8	
I can identify with fellow students	9	
Parent's advice	12	
Other _____	52	
25. How did you learn about our college?		
From people at my high school	17	
From relatives, friends, or acquaintances	96	
From a representative of this college	16	
From a college placement service or some other education-information service	13	
From a college catalog	30	
From material I received in the mail	26	
From material I read in a newspaper or magazine	51	
From a radio or TV advertisement	4	
From an information display at an education fair, shopping center, county fair or similar location	12	
Other _____	22	
26. Was our college your first choice?		
Yes	129	(70.49)
No	53	(28.96)
27. If no, what kind of college was your first choice?		
A public two-year college	2	(2.74)
A public four-year college	31	(42.47)
A private college or university	20	(27.40)
A vocational/technical school, hospital school of nursing, trade school, or business school	10	(13.70)
Other _____	6	(8.22)

127

	#	Percent
28. How long at our college?		
One semester	66	(35.29)
One year	60	(32.09)
Two years	23	(12.30)
Three years	21	(11.23)
Four years	8	(4.28)
More than four years	9	(4.81)
29. Full- or part-time student		
Full-time (over 12 credits)	59	(31.38)
Part-time (under 12 credits)	127	(67.56)
30. Enrolled in day or evening courses		
Day	67	(35.08)
Evening	116	(60.73)
31. What UMA sites do you attend?		
Augusta	129	
Lewiston/Auburn	50	
Bath	3	
Topsham	1	
Belfast	5	
Camden	10	
Rockland	29	
Waldoboro	5	
32. Maximum distance willing to travel to take courses		
0 to 10 miles	39	(20.53)
10 to 20 miles	50	(26.32)
20 to 30 miles	58	(30.52)
over 30 miles	42	(22.10)

GOALS	1st	2nd	3rd	Attaining
33. increase knowledge	140	30	8	76
34. obtain a degree	101	40	27	65
35. complete courses for transfer	21	15	99	35
36. other _____	16	3	25	7
37. discover career interests	50	52	52	34
38. formulate career plans	75	51	33	42
39. prepare for a new career	71	43	41	38
40. other _____	5	4	19	9
41. improve knowledge for career	126	23	21	59
42. increase chances for promotion	50	42	64	25
43. other _____	6	8	32	10

GOALS (cont'd.)		1st	2nd	3rd	Attaining
44.	become involved in student life	2	12	115	27
45.	increase participation in cultural events	10	32	102	23
46.	to meet people	22	46	50	35
47.	increase participation in athletic events	3	14	109	28
48.	other _____	8	[illegible]	20	9
49.	increase self-confidence	64	49	44	37
50.	improve leadership skills	51	46	59	28
51.	improve ability to get along with others	27	35	82	28
52.	learn skills	79	49	36	42
53.	develop ability to be independent, self-reliant, and adaptable	87	34	37	43
54.	other _____	6	3	14	11

55.	Current Degree Status		
	Not seeking a certificate or degree	62	(33.33)
	Certificate of one year or less	5	(2.69)
	Certificate of more than one year	10	(5.38)
	Associate Degree	54	(29.03)
	Bachelor's Degree	40	(21.51)
	Graduate or professional degree	11	(5.91)
56.	Ultimate Degree Status		
	Not seeking a certificate or degree	39	(21.31)
	Certificate of one year or less	2	(1.09)
	Certificate of more than one year	8	(4.37)
	Associate Degree	26	(14.21)
	Bachelor's Degree	45	(24.59)
	Graduate or professional degree	60	(32.79)
57.	How long in this degree program		
	One year or less	93	(57.76)
	One to two years	33	(20.50)
	Two to three years	17	(10.56)
	Three to four years	11	(6.83)
	Four or more years	7	(4.35)
58.	Intended enrollment status		
	Primarily for credit-full-time	62	(33.51)
	Primarily for credit-part-time	99	(53.51)
	Primarily not for credit	24	(12.98)

	#	Percent
59. Primary employment status		
Employed more than 30 hours per week	95	(51.07)
Employed less than 30 hours per week	39	(20.97)
Homemaker, not employed outside home	23	(12.37)
Not employed, but would like to work	13	(6.99)
Not employed, and do not care to work while attending college	16	(8.60)
60. When would you prefer to take your classes?		
Weekday mornings	54	(29.03)
Weekday evenings	81	(43.55)
Weekday afternoons	11	(5.91)
Anytime during the week	13	(6.99)
Anytime during the weekend	3	(1.61)
No preference	10	(5.38)
61. Do you plan to enroll at our college next term?		
Yes	106	(57.30)
No, I will complete my program this term.	19	(10.27)
No, but I plan to return at some future date.	15	(8.11)
No, I plan to transfer to another college.	12	(6.49)
No, I have no plans for additional education at this time.	5	(2.70)
I do not yet know my plans for next term.	27	(14.59)
62. Financial Aid		
I have received financial aid.	52	(28.57)
I have applied for financial aid, but was denied.	15	(8.24)
I have not applied for financial aid, but plan to apply in the future.	21	(11.54)
I do not think I will ever apply.	94	(51.65)

	did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
63. Admissions	8	37	125	8	24
64. Registrar's Office	14	28	122	7	26
65. Business Office	7	42	110	14	23

Appendix C1

		did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
66.	Academic Advising	20	97	48	14	16
67.	Counseling	20	97	44	10	16
68.	Reading, Writing, Math, and Study-Skills Improvement	31	107	31	1	12
69.	Tutoring	46	108	16	4	6
70.	Minority Affairs-International/ Intercultural Services	110	59	4	1	4
71.	College Cultural Programs	94	66	13	1	4
72.	Recreation Programs	34	125	14	4	6
73.	Financial Aid	12	116	32	8	26
74.	Student Work-Study	43	103	18	5	12
75.	Career Resource Center	80	73	15	4	9
76.	Job Placement	82	81	5	4	9
77.	Housing Assistance	86	77	6	7	4
78.	Student Activity Center Food Service	69	69	20	17	6
79.	Health Insurance	77	89	7	1	5
80.	Library (LRC)	19	65	77	12	21
81.	Child Care	108	64	2	1	6
82.	Bookstore	1	28	129	17	29
83.	Parking	6	27	124	14	26
84.	Campus Security	78	73	11	11	6
85.	Testing	45	63	54	9	7
86.	Student Government Extra-Curricular Activities	55	109	7	3	4
87.	Audio-Visual Facilities	63	80	26	5	5
88.	Veterans' Affairs	48	103	19	4	10
89.	Transportation Services	118	52	2	2	3
90.	Outreach Services	107	58	7	2	3
91.	Intercollegiate Sports	41	125	3	2	4
92.	Career Exploration Workshops and Counseling	93	71	7	1	10
93.	Forum-A Activities	92	64	17	---	3

94. If we compress our calendar into two twelve week semesters, would you attend evening classes that met for three hours and ten minutes per week?

Yes	106	(58.24)
No	75	(41.21)

95. If you are currently enrolled in evening classes and we expand them in length, would you take the same number of classes next year?

Yes	85	(53.46)
No	74	(46.54)

96. Would you attend evening classes twice a week for one hour and 35 minutes instead of once a week for 3 hours and 10 minutes?

Yes	59	(32.78)
No	121	(62.22)

RECENT-ALUMNI--1978

RECENT-ALUMNI QUESTIONNAIRE

STANDARD QUESTIONS SECTION

	#	Percent
1. Sex		
Female	34	(52%)
Male	32	(48%)
2. Describe Yourself		
American Indian or Alaskan Native	---	
Asian, Pacific Islander, or Filipino	---	
White or Caucasian	59	(89%)
Franco-American	5	(8%)
Other	2	(3%)
3. Age		
18 to 22 years	18	(27%)
23 to 25 years	14	(21%)
26 to 30 years	10	(15%)
31 to 40 years	19	(29%)
41 to 50 years	3	(5%)
51 to 60 years	2	(3%)
61 years or more	---	
4. Marital Status		
Yes	39	(59%)
No	27	(41%)
5. Do you feel you have a permanent handicap?		
No	60	(90%)
Yes, restricted mobility	6	(10%)
6. How long did you attend our college?		
One term	1	(2%)
One year	---	
Two years	29	(44%)
Three years	13	(20%)
Four years	13	(20%)
More than four years	10	(15%)
7. UMA sites attended		
Augusta	61	(92%)
Lewiston/Auburn	15	(22%)
South Paris	1	(2%)
Bath	4	(7%)
Wiscasset	---	
Topsham	---	
Belfast	1	(2%)
Camden	1	(2%)
Rockland	2	(3%)
Waldoboro	---	
Presque Isle	---	

8. GOALS	# were important	Percent were important	# have achieved	Percent have achieved
increase knowledge	57	(86%)	44	(67%)
obtain a certificate or degree	52	(79%)	46	(70%)
complete courses for transfer	7	(10%)	10	(15%)
other _____	2	(3%)	6	(9%)
discover career interests	25	(38%)	18	(27%)
formulate career plans/goals	28	(42%)	35	(53%)
prepare for new career	34	(51%)	25	(38%)
other _____	2	(3%)	3	(5%)
improve knowledge, skills, and competencies for job	53	(80%)	45	(68%)
increase chances for raise	19	(29%)	25	(38%)
other _____	1	(2%)	2	(3%)
become involved in student life	6	(9%)	3	(5%)
participate in social events	18	(28%)	18	(28%)
meet people	25	(38%)	23	(34%)
other _____	5	(8%)	2	(3%)
increase self-confidence	30	(45%)	29	(44%)
improve leadership skills	17	(26%)	20	(30%)
improve ability to get along with others	16	(24%)	17	(26%)
learn skills	33	(50%)	31	(47%)
develop ability to be independent, self-reliant, and adaptable	31	(47%)	36	(55%)
other	1	(2%)	1	(2%)

9. GOALS--three most important from question eight.

Most Important		Second Most Important		Third Most Important	
	B-36%		B-21%		S-21%
	A-21%		I-20%		I-14%
	G-14%		G-12%		B-11%

10. What was the most recent certificate or degree you received from our college?

Certificate of one year or less	---
Certificate of more than one year	---
Associate Degree	53 (81%)
None - Non-degree student	---
Other _____	12 (19%)

	#	Percent
11. Highest degree you ultimately plan to earn		
Certificate	1	(2%)
Associate Degree	---	---
Bachelor's Degree	28	(43%)
Master's Degree	18	(28%)
Specialist Degree (e.g., Ed.S.)	2	(3%)
Professional Degree (e.g., medicine, law, theology)	3	(5%)
Doctoral Degree (e.g., Ph.D., Ed.D., D.B.A.)	1	(2%)
12. Have you taken any licensing or certification examination related to your major or area of study at our college?		
Yes, I have taken and passed an exam.	20	(30%)
No, I have not taken any exams.	44	(67%)
13. Since completing your program at our college, have you enrolled at another college?		
Yes	15	(23%)
No (If no, skip to question 18.)	51	(77%)
14. What kind of college did you first attend after you completed your program at our college?		
A public two-year college	---	---
A public four-year college	9	(14%)
A private college or university	2	(3%)
A vocational/technical school, hospital school of nursing, trade school, or business school	3	(4%)
Other _____	2	(3%)
15. What certificate or degree were you seeking at the college referred to in Question 14?		
Certificate	2	(3%)
Associate Degree	---	---
Bachelor's Degree	9	(14%)
Master's Degree	4	(6%)
Specialist Degree (e.g., Ed.S.)	---	---
Professional Degree (e.g., medicine, law, theology)	---	---
Doctoral Degree (e.g., Ph.D., Ed.D., D.B.A.)	---	---
16. How well did our college prepare you for your additional college work?		
Excellent	3	(5%)
Good preparation	1	(2%)
Adequate preparation	10	(15%)
Inadequate preparation	---	---
Does not apply	3	(5%)
17. Did you transfer any credits from our college toward your additional college work?		
Yes	9	(14%)
No, I did not try to transfer any credits.	6	(9%)
No, I tried but they were not accepted.	1	(2%)

	#	Percent
18. Are you currently employed?		
Yes	58	(88%)
No (If no, skip to question 24.)	8	(12%)
19. After completing your program at our college, how long did you look for work before obtaining your first job?		
Had a job which continued after I completed my program.	30	(45%)
Obtained a job just prior to graduation.	14	(21%)
Less than two months after graduation	6	(9%)
Two to three months after graduation	3	(5%)
Four to eight months after graduation	4	(6%)
More than eight months after graduation	5	(5%)
20. How did you find your first job?		
College placement office or professor	2	(3%)
Professional periodicals or organizations	2	(3%)
Civil Service application	1	(2%)
Employment agency	8	(12%)
Newspaper advertisement	38	(58%)
Direct application to employer	2	(3%)
Friends or relatives	6	(9%)
Other _____		
21. What is/was your annual salary or wage in your first job?		
Less than $3,000 per year	5	(8%)
$3,000 to $5,000 per year	5	(8%)
$6,000 to $8,999 per year	14	(21%)
$9,000 to $11,999 per year	13	(20%)
$12,000 to $14,999 per year	11	(17%)
$15,000 to $17,999 per year	4	(6%)
$18,000 to $20,000 per year	2	(3%)
$21,000 to $23,999 per year		
$24,000 or more per year	1	(2%)
22. How well did our college prepare you for your first job?		
Excellent preparation	10	(15%)
Good preparation	12	(18%)
Adequate preparation	21	(32%)
Inadequate preparation	3	(5%)
Not applicable to first job	12	(18%)
23. To what extent is/was your first job related to your major or area of study at our college?		
Directly related	37	(56%)
Somewhat related	12	(18%)
Not related	9	(14%)

24. If you currently are not employed or are not working in a job related to your major or area of study at our college, which of the following applies?

I never looked for work related to my major or area of study	8	(12%)
I looked for work related to my major or area of study but could not find any	9	(14%)

25. Whether you are currently employed or not, would you be willing to move to another community to work in a job related to your major or area of study at our college?

Yes	41	(62%)
No	22	(34%)

RECENT-ALUMNI--1979

RECENT-ALUMNI QUESTIONNAIRE

STANDARD QUESTIONS SECTION

	#	Percent
1. Sex		
Female	73	(57%)
Male	55	(43%)
2. Describe Yourself		
American Indian or Alaskan Native	2	(2%)
Asian, Pacific Islander, or Filipino	1	(1%)
White or Caucasian	112	(87%)
Franco-American	8	(6%)
Other	5	(4%)
3. Age		
18 to 22 years	27	(21%)
23 to 25 years	19	(15%)
26 to 30 years	22	(17%)
31 to 40 years	39	(30%)
41 to 50 years	16	(13%)
51 to 60 years	5	(4%)
61 years or more	---	---
4. Marital Status		
Yes	66	(52%)
No	62	(49%)
5. Do you feel you have a permanent handicap?		
No	118	(92%)
Yes, restricted mobility	10	(8%)
6. How long did you attend our college?		
One term	---	---
One year	4	(3%)
Two years	66	(52%)
Three years	33	(26%)
Four years	11	(9%)
More than four years	13	(10%)
7. UMA sites attended		
Augusta	113	(88%)
Lewiston/Auburn	30	(23%)
South Paris	1	(1%)
Bath	1	(1%)
Wiscasset	---	---
Topsham	1	(1%)
Belfast	3	(3%)
Camden	5	(4%)
Rockland	13	(10%)
Waldoboro	---	---
Presque Isle	8	(6%)

8. GOALS	# were important	Percent were important	# have achieved	Percent have achieved
increase knowledge	115	(90%)	107	(84%)
obtain a certificate or degree	106	(83%)	111	(87%)
complete courses for transfer	27	(21%)	25	(20%)
other _____	8	(6%)	9	(7%)
discover career interests	52	(41%)	40	(31%)
formulate career plans/goals	59	(46%)	67	(52%)
prepare for new career	65	(51%)	44	(34%)
other _____	2	(2%)	8	(3%)
improve knowledge, skills, and competencies for job	95	(74%)	81	(63%)
increase chances for raise	37	(29%)	41	(32%)
other _____	2	(2%)	5	(4%)
become involved in student life	20	(16%)	15	(12%)
participate in social events	31	(24%)	34	(26%)
meet people	59	(46%)	58	(45%)
other _____	4	(3%)	5	(4%)
increase self-confidence	47	(36%)	48	(38%)
improve leadership skills	28	(22%)	41	(32%)
improve ability to get along with others	31	(24%)	35	(27%)
learn skills	72	(56%)	62	(48%)
develop ability to be independent, self-reliant, and adaptable	68	(53%)	78	(61%)
other	1	(1%)	3	(3%)

9. GOALS--three most important from question eight.

Most Important	Second Most Important	Third Most Important
B-48-38%	B-23-18%	I-18-14%
A-24-19%	A-22-17%	T-17-13%
S-10- 8%	F&I-12-9%	B-13-10%

10. What was the most recent certificate or degree you received from our college?

Certificate of one year or less	---	---
Certificate of more than one year	4	(3%)
Associate Degree	105	(62%)
None - Non-degree student	---	---
Other _____	19	(15%)

	#	Percent
11. Highest degree you ultimately plan to earn		
Certificate	2	(2%)
Associate Degree	55	(43%)
Bachelor's Degree	34	(27%)
Master's Degree	2	(2%)
Specialist Degree (e.g., Ed.S.)	4	(3%)
Professional Degree (e.g., medicine, law, theology)	5	(4%)
Doctoral Degree (e.g., Ph.D., Ed.D., D.B.A.)		
12. Have you taken any licensing or certification examination related to your major or area of study at our college?		
Yes, I have taken and passed an exam.	40	(31%)
No, I have not taken any exams.	82	(64%)
13. Since completing your program at our college, have you enrolled at another college?		
Yes	37	(29%)
No (If no, skip to question 18.)	90	(70%)
14. What kind of college did you first attend after you completed your program at our college?		
A public two-year college	2	(2%)
A public four-year college	24	(19%)
A private college or university	7	(5%)
A vocational/technical school, hospital school of nursing, trade school, or business school	1	(1%)
Other _____	4	(3%)
15. What certificate or degree were you seeking at the college referred to in Question 14?		
Certificate	2	(2%)
Associate Degree	29	(23%)
Bachelor's Degree	6	(5%)
Master's Degree	1	(1%)
Specialist Degree (e.g., Ed.S.)	1	(1%)
Professional Degree (e.g., medicine, law, theology)		
Doctoral Degree (e.g., Ph.D., Ed.D., D.B.A.)		
16. How well did our college prepare you for your additional college work?		
Excellent	6	(5%)
Good preparation	14	(11%)
Adequate preparation	15	(12%)
Inadequate preparation	1	(1%)
Does not apply	5	(4%)
17. Did you transfer any credits from our college toward your additional college work?		
Yes	32	(25%)
No, I did not try to transfer any credits.	8	(6%)
No, I tried but they were not accepted.		

	#	Percent
18. Are you currently employed?		
Yes	101	(79%)
No (If no, skip to question 24.)	25	(20%)
19. After completing your program at our college, how long did you look for work before obtaining your first job?		
Had a job which continued after I completed my program.	55	(43%)
Obtained a job just prior to graduation.	20	(16%)
Less than two months after graduation	12	(9%)
Two to three months after graduation	6	(5%)
Four to eight months after graduation	4	(3%)
More than eight months after graduation	2	(2%)
20. How did you find your first job?		
College placement office or professor	6	(5%)
Professional periodicals or organizations	---	---
Civil Service application	5	(4%)
Employment agency	7	(5%)
Newspaper advertisement	6	(5%)
Direct application to employer	54	(42%)
Friends or relatives	11	(9%)
Other _____	8	(6%)
21. What is/was your annual salary or wage in your first job?		
Less than $3,000 per year	12	(9%)
$3,000 to $5,000 per year	13	(10%)
$6,000 to $8,999 per year	20	(16%)
$9,000 to $11,999 per year	32	(25%)
$12,000 to $14,999 per year	8	(6%)
$15,000 to $17,999 per year	7	(5%)
$18,000 to $20,000 per year	4	(3%)
$21,000 to $23,999 per year	---	---
$24,000 or more per year	1	(1%)
22. How well did our college prepare you for your first job?		
Excellent preparation	11	(9%)
Good preparation	22	(17%)
Adequate preparation	21	(16%)
Inadequate preparation	6	(5%)
Not applicable to first job	38	(30%)
23. To what extent is/was your first job related to your major or area of study at our college?		
Directly related	47	(37%)
Somewhat related	25	(20%)
Not related	27	(21%)

24. If you currently are not employed or are not working in a job related to your major or area of study at our college, which of the following applies?

I never looked for work related to my major or area of study	32	(25%)
I looked for work related to my major or area of study but could not find any	17	(13%)

25. Whether you are currently employed or not, would you be willing to move to another community to work in a job related to your major or area of study at our college?

Yes	76	(59%)
No	43	(34%)

THREE-YEAR DEGREE PROGRAM IN PUBLIC ADMINISTRATION

DETAILED RESPONSES

ENTERING AND

CONTINUING STUDENT SURVEY

	#	Percent
1. Sex		
Female	6	(20.690)
Male	23	(79.310)
2. Describe Yourself		
American Indian or Alaskan Native	1	(3.448)
Black or Afro-American		
White or Caucasian	25	(86.207)
Franco-American	3	(10.345)
3. Age		
Under 18		
18 to 22 years	5	(17.241)
23 to 25 years	2	(6.897)
26 to 30 years	4	(13.793)
31 to 40 years	10	(34.483)
41 to 50 years	6	(20.690)
51 to 60 years	2	(6.897)
61 years or more		
4. Marital Status		
Yes	17	(58.621)
No	12	(41.379)
5. Number of Children		
None	15	(51.724)
One	1	(3.448)
Two	6	(20.690)
Three	4	(13.793)
Four	1	(3.488)
Five or more	2	(6.897)
6. Children zero to five years		
None	18	(72.000)
One	3	(12.000)
Two	4	(16.000)
Four		
Five or more		
7. Children six to ten years		
None	19	(76.000)
One	4	(16.000)
Two	2	(8.000)
Three		
Five or more		

	#	Percent
8. Children eleven to fifteen years		
None	18	(78.261)
One	3	(13.043)
Two	1	(4.348)
Three	1	(4.348)
Four		
Five or more		
9. Children sixteen or older		
None	19	(79.167)
One	1	(4.167)
Two	1	(4.167)
Three	2	(8.333)
Four		
Five or more	1	(4.167)
10. Do you have a permanent handicap?		
No	28	(96.552)
Yes, restricted mobility	1	
Yes, restricted vision		
Yes, but I prefer not to record it on this form		
11. If yes, are you aware of services available to the handicapped?		
Yes	4	(57.143)
No	3	(42.857)
12. Do you perceive that there are barriers to pursuing any activity at UMA?		
Yes	5	(20.833)
No	19	(79.167)
13. Are you a veteran?		
Yes	15	(51.724)
No	14	(48.276)
14. If yes, how long have you been separated from active duty?		
One year or less		
Two years		
Three to five years	1	(7.143)
Five to ten years	8	(57.143)
Eleven years or more	5	(35.714)
Spurious		
15. Are you receiving educational benefits from the Veterans' Administration?		
Yes	9	(34.615)
No	17	(65.385)

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	#	Percent
16. Are you receiving educational benefits from the State Bureau of Veterans' Affairs?		
Yes	1	(3.846)
No	25	(96.154)
17. What is your monthly rent or mortgage payment?		
None	1	(3.448)
Up to $150	2	(6.897)
$150 to $200	10	(34.483)
$200 to $250	5	(17.241)
$250 to $300	5	(17.241)
$300 to $350	3	(10.345)
$350 to $400	2	(6.897)
$400 and up	1	(3.448)
18. Are you a transfer student?		
Yes	10	(34.483)
No	19	(65.517)
19. The following best describes transfer experience to UMA.		
I received full transfer.	2	(16.667)
I received partial credit and transfer.	8	(66.667)
I received no credit and transfer.	2	(16.667)
20. Satisfied or dissatisfied with transfer		
Satisfied	9	(69.231)
Dissatisfied	4	(30.769)
21. First semester ever attended UMA		
Yes	1	(3.448)
No	28	(96.552)
22. Previously enrolled in any postsecondary education institution		
No, not been previously enrolled.	8	(27.586)
Yes, at this institution.	4	(13.793)
Yes, at a public two-year college.	2	(6.897)
Yes, at a public four-year college.	7	(24.138)
Yes, at a private college or university.	3	(10.345)
Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school.	4	(13.793)
Other _____	---	---

	#	Percent
23. Institutional Factors		
Academic reputation of UMA	1	
Course offerings	16	
Costs	15	
Availability of Financial Aid	7	
Institution's social reputation	29	
Close to home	16	
Range and availability of student services	29	
Inconvenient to go elsewhere	17	
Other _____	1	
24. Personal Factors		
Former student's advice	2	
Teacher's or friend's advice	5	
Counselor's advice	2	
Employer's suggestion	2	
Will help me retain or improve my current employment	15	
Wanted a change of scenery or location	29	
I can identify with fellow students	1	
Parent's advice	2	
Other _____	5	
25. How did you learn about our college?		
From people at my high school	1	
From relatives, friends, or acquaintances	12	
From a representative of this college	2	
From a college placement service or some other education-information service	1	
From a college catalog	7	
From material I received in the mail	6	
From material I read in a newspaper or magazine	9	
From a radio or TV advertisement	29	
From an information display at an education fair, shopping center, county fair, or similar location	2	
Other _____	2	
26. Was our college your first choice?		
Yes	21	(72.414)
No	7	(24.138)
27. If no, what kind of college was your first choice?		
A public two-year college	2	(22.222)
A public four-year college	5	(55.556)
A private college or university		
A vocational/technical school, hospital school of nursing, trade school, or business school		
Other _____	2	(22.222)

	#	Percent
28. How long at our college?		
One semester	2	(6.897)
One year	4	(13.793)
Two years	5	(17.241)
Three years	9	(31.034)
Four years	2	(6.897)
More than four years	7	(24.138)
29. Full- or part-time student		
Full-time (over 12 credits)	10	(34.483)
Part-time (under 12 credits)	19	(65.517)
30. Enrolled in day or evening courses		
Day	6	(20.690)
Evening	21	(72.414)
31. What UMA sites do you attend?		
Wiscasset	1	
Augusta	26	
Lewiston/Auburn	4	
Bath	1	
Topsham	1	
Belfast	1	
Camden	1	
Rockland	29	
Waldoboro	29	
South Paris	29	
32. Maximum distance willing to travel to take courses		
0 to 10 miles	10	(34.483)
10 to 20 miles	12	(41.379)
20 to 30 miles	3	(10.345)
over 30 miles	4	(13.793)

GOALS	1st	2nd	3rd	Attaining
33. increase knowledge	21	7	1	14
34. obtain a degree	19	7	2	12
35. complete courses for transfer	1	4	19	3
36. other _____	1	---	7	1
37. discover career interests	7	8	9	5
38. formulate career plans	12	9	4	6
39. prepare for a new career	10	3	11	5
40. other _____	2	1	6	1
41. improve knowledge for career	25	3	2	9
42. increase chances for promotion	10	9	7	5
43. other _____	1	2	8	1

GOALS (cont'd.)		1st	2nd	3rd	Attaining
44.	become involved in student life	3	4	15	6
45.	increase participation in cultural events	5	9	10	3
46.	to meet people	7	6	12	6
47.	increase participation in athletic events	1	3	16	5
48.	other _____	1	---	7	1
49.	increase self-confidence	11	7	6	8
50.	improve leadership skills	8	11	6	7
51.	improve ability to get along with others	5	7	12	3
52.	learn skills	11	9	8	8
53.	develop ability to be independent, self-reliant, and adaptable	10	7	11	4
54.	other _____	---	---	5	1

55. Current Degree Status

Not seeking a certificate or degree	1	(3.448)
Certificate of one year or less	---	---
Certificate of more than one year	1	(3.448)
Associate Degree	25	(86.207)
Bachelor's Degree	2	(6.897)
Graduate or professional degree	---	---

56. Ultimate Degree Status

Not seeking a certificate or degree	---	---
Certificate of one year or less	---	---
Certificate of more than one year	---	---
Associate Degree	14	(50.000)
Bachelor's Degree	14	(50.000)
Graduate or professional degree	---	---

57. How long in this degree program

One year or less	9	(32.143)
One to two years	2	(7.143)
Two to three years	7	(25.000)
Three to four years	7	(25.000)
Four or more years	3	(10.714)

58. Intended enrollment status

Primarily for credit-full-time	10	(34.483)
Primarily for credit-part-time	18	(62.069)
Primarily not for credit	1	(3.448)

	#	Percent
59. Primary employment status		
Employed more than 30 hours per week	19	(65.517)
Employed less than 30 hours per week	8	(27.586)
Homemaker, not employed outside home		
Not employed, but would like to work	1	(3.448)
Not employed, and do not care to work while attending college	1	(3.448)
60. When would you prefer to take your classes?		
Weekday mornings	5	(17.241)
Weekday evenings	16	(55.172)
Weekday afternoons	3	(10.345)
Anytime during the week	2	(6.897)
Anytime during the weekend	1	(3.448)
No preference		
61. Do you plan to enroll at our college next term?		
Yes	24	(82.759)
No, I will complete my program this term.	2	(6.897)
No, but I plan to return at some future date.		
No, I plan to transfer to another college.		
No, I have no plans for additional education at this time.	2	(6.897)
I do not yet know my plans for next term.		
62. Financial Aid		
I have received financial aid.	11	(37.931)
I have applied for financial aid, but was denied.		
I have not applied for financial aid, but plan to apply in the future.	1	(3.448)
I do not think I will ever apply.	17	(58.621)

	did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
63. Admissions	1	5	20	2	3
64. Registrar's Office	29	3	21	4	4
65. Business Office	29	4	19	6	3

Appendix D

		did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
66.	Academic Advising	1	8	16	4	4
67.	Counseling	3	14	10	2	1
68.	Reading, Writing, Math, and Study-Skills Improvement	5	17	4	2	1
69.	Tutoring	8	19	1	---	---
70.	Minority Affairs-International Intercultural Services	20	7	1	---	---
71.	College Cultural Programs	15	11	1	1	2
72.	Recreation Programs	6	16	6	---	1
73.	Financial Aid	2	16	8	2	6
74.	Student Work-Study	5	17	6	---	4
75.	Career Resource Center	16	11	2	---	---
76.	Job Placement	19	9	1	---	2
77.	Housing Assistance	14	11	2	1	1
78.	Student Activity Center Food Service	12	9	5	2	2
79.	Health Insurance	7	14	4	---	---
80.	Library (LRC)	2	6	19	1	5
81.	Child Care	19	8	28	---	---
82.	Bookstore	---	2	22	4	4
83.	Parking	1	1	22	4	3
84.	Campus Security	17	6	5	---	1
85.	Testing	5	10	11	2	2
86.	Student Government Extra-Curricular Activities	6	15	7	---	1
87.	Audio-Visual Facilities	6	16	6	---	---
88.	Veterans' Affairs	5	12	10	1	2
89.	Transportation Services	21	6	1	---	1
90.	Outreach Services	20	7	1	---	---
91.	Intercollegiate Sports	7	20	1	---	---
92.	Career Exploration Workshops and Counseling	14	12	2	---	2
93.	Forum-A Activities	11	11	4	2	1

94. If we compress our calendar into two twelve week semesters, would you attend evening classes that met for three hours and ten minutes per week?

Yes	15	(53.571)
No	13	(46.429)

95. If you are currently enrolled in evening classes and we expand them in length, would you take the same number of classes next year?

Yes	10	(35.714)
No	18	(64.286)

96. Would you attend evening classes twice a week for one hour and 35 minutes instead of once a week for 3 hours and 10 minutes?

Yes	9	(32.143)
No	19	(67.857)

THREE-YEAR DEGREE PROGRAM IN BUSINESS ADMINISTRATION
DETAILED RESPONSES
ENTERING AND
CONTINUING STUDENT SURVEY

	#	Percent
1. Sex		
Female	28	(41.176)
Male	39	(57.353)
2. Describe Yourself		
American Indian or Alaskan Native	---	
Black or Afro-American	---	
White or Caucasian	59	(86.765)
Franco-American	8	(11.765)
3. Age		
Under 18	1	(1.471)
18 to 22 years	6	(8.824)
23 to 25 years	7	(10.294)
26 to 30 years	11	(16.176)
31 to 40 years	29	(42.647)
41 to 50 years	8	(11.765)
51 to 60 years	6	(8.824)
61 years or more	---	
4. Marital Status		
Yes	45	(66.176)
No	23	(33.824)
5. Number of Children		
None	25	(36.765)
One	7	(10.294)
Two	20	(29.412)
Three	9	(13.235)
Four	5	(7.353)
Five or more	2	(2.941)
6. Children zero to five years		
None	48	(73.846)
One	11	(16.923)
Two	3	(4.615)
Four	---	
Five or more	---	
7. Children six to ten years		
None	43	(66.154)
One	17	(26.154)
Two	4	(6.154)
Three	1	(1.538)
Five or more	---	

	#	Percent
8. Children eleven to fifteen years		
None	48	(77.727)
One	16	(24.242)
Two	2	(3.030)
Three		
Four		
Five or more		
9. Children sixteen or older		
None	55	(80.882)
One	3	(4.412)
Two	4	(5.882)
Three	4	(2.941)
Four	2	(1.471)
Five or more		
10. Do you have a permanent handicap?		
No	61	
Yes, restricted mobility	2	
Yes, restricted vision	4	
Yes, but I prefer not to record it on this form	1	
Restricted hearing		
11. If yes, are you aware of services available to the handicapped?		
Yes	12	(52.174)
No	11	(47.826)
12. Do you perceive that there are barriers to pursuing any activity at UMA?		
Yes	21	(32.813)
No	43	(67.188)
13. Are you a veteran?		
Yes	36	(52.941)
No	32	(47.059)
14. If yes, how long have you been separated from active duty?		
One year or less	3	(8.571)
Two years	1	(2.857)
Three to five years	9	(25.714)
Five to ten years	17	(48.571)
Eleven years or more	5	(14.286)
Spurious		
15. Are you receiving educational benefits from the Veterans' Administration?		
Yes	31	(47.692)
No	34	(52.308)

153

	#	Percent
16. Are you receiving educational benefits from the State Bureau of Veterans' Affairs?		
Yes	4	(6.154)
No	60	(92.308)
17. What is your monthly rent or mortgage payment?		
None	11	(16.418)
Up to $150	10	(14.925)
$150 to $200	17	(25.373)
$200 to $250	7	(10.448)
$250 to $300	10	(14.925)
$300 to $350	5	(7.463)
$350 to $400	2	(2.985)
$400 and up	5	(7.463)
18. Are you a transfer student?		
Yes	38	(56.716)
No	29	(43.284)
19. The following best describes transfer experience to UMA.		
I received full transfer.	15	(35.714)
I received partial credit and transfer.	22	(52.381)
I received no credit and transfer.	3	(7.143)
20. Satisfied or dissatisfied with transfer		
Satisfied	31	(77.500)
Dissatisfied	8	(22.000)
21. First semester ever attended UMA		
Yes	12	(17.910)
No	55	(82.090)
22. Previously enrolled in any postsecondary education institution		
No, not been previously enrolled.	16	(23.881)
Yes, at this institution.	7	(10.442)
Yes, at a public two-year college.	4	(5.970)
Yes, at a public four-year college.	29	(43.284)
Yes, at a private college or university.	9	(13.433)
Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school.	1	(1.493)
Other _____	1	(1.493)

	#	Percent
23. Institutional Factors		
Academic reputation of UMA	5	
Course offerings	29	
Costs	36	
Availability of Financial Aid	6	
Institution's social reputation	1	
Close to home	58	
Range and availability of student services	1	
Inconvenient to go elsewhere	35	
Other _____	2	
24. Personal Factors		
Former student's advice	2	
Teacher's or friend's advice	10	
Counselor's advice	3	
Employer's suggestion	2	
Will help me retain or improve my current employment	35	
Wanted a change of scenery or location	3	
I can identify with fellow students	1	
Parent's advice	4	
Other _____	17	
25. How did you learn about our college?		
From people at my high school	21	
From relatives, friends, or acquaintances	30	
From a representative of this college	5	
From a college placement service or some other education-information service	7	
From a college catalog	13	
From material I received in the mail	10	
From material I read in a newspaper or magazine	24	
From a radio or TV advertisement	2	
From an information display at an education fair, shopping center, county fair, or similar location	3	
Other _____	8	
26. Was our college your first choice?		
Yes	53	(77.941)
No	15	(22.059)
27. If no, what kind of college was your first choice?		
A public two-year college	2	(8.333)
A public four-year college	10	(41.667)
A private college or university	4	(16.667)
A vocational/technical school, hospital school of nursing, trade school, or business school	2	(8.333)
Other _____	6	(25.000)

	#	Percent
28. How long at our college?		
One semester	12	(17.647)
One year	12	(17.647)
Two years	17	(25.000)
Three years	10	(14.706)
Four years	5	(7.353)
More than four years	12	(17.647
29. Full- or part-time student		
Full-time (over 12 credits)	26	(38.235)
Part-time (under 12 credits)	42	(61.765)
30. Enrolled in day or evening courses		
Day	18	(26.866)
Evening	46	(68.657)
31. What UMA sites do you attend?		
Augusta	59	
Lewiston/Auburn	16	
Bath	---	
Topsham	---	
Belfast	1	
Camden	1	
Rockland	5	
Waldoboro	2	
32. Maximum distance willing to travel to take courses		
0 to 10 miles	13	(19.118)
10 to 20 miles	20	(29.412)
20 to 30 miles	22	(32.353)
over 30 miles	13	(19.118)

GOALS	1st	2nd	3rd	Attaining
33. increase knowledge	49	18	1	40
34. obtain a degree	55	6	4	38
35. complete courses for transfer	3	9	46	13
36. other _____	5	---	8	2
37. discover career interests	6	18	34	14
38. formulate career plans	32	19	17	16
39. prepare for a new career	36	13	16	19
40. other _____	2	---	6	1
41. improve knowledge for career	48	13	6	27
42. increase chances for promotion	26	17	17	17
43. other _____	2	1	7	---

GOALS (cont'd.)		1st	2nd	3rd	Attaining
44.	become involved in student life	2	4	44	9
45.	increase participation in cultural events	1	9	44	7
46.	to meet people	5	18	34	11
47.	increase participation in athletic events	---	1	46	7
48.	other _____	2	1	5	1
49.	increase self-confidence	12	26	22	15
50.	improve leadership skills	20	25	17	16
51.	improve ability to get along with others	7	17	28	13
52.	learn skills	18	22	20	16
53.	develop ability to be independent, self-reliant, and adaptable	26	15	16	20
54.	other _____	2	---	5	---

55. Current Degree Status

Not seeking a certificate or degree	---	
Certificate of one year or less	---	
Certificate of more than one year	---	
Associate Degree	9	(13.235)
Bachelor's Degree	58	(85.294)
Graduate or professional degree	---	

56. Ultimate Degree Status

Not seeking a certificate or degree	---	
Certificate of one year or less	---	
Certificate of more than one year	1	(1.471)
Associate Degree	1	(1.471)
Bachelor's Degree	29	(42.647)
Graduate or professional degree	37	(54.412)

57. How long in this degree program

One year or less	26	(38.235)
One to two years	13	(19.118)
Two to three years	12	(17.647)
Three to four years	8	(11.765)
Four or more years	9	(13.235)

58. Intended enrollment status

Primarily for credit-full-time	28	(41.176)
Primarily for credit-part-time	39	(57.353)
Primarily not for credit	1	(1.471)

	#	Percent
59. Primary employment status		
Employed more than 30 hours per week	42	(61.765)
Employed less than 30 hours per week	7	(10.294)
Homemaker, not employed outside home	6	(8.824)
Not employed, but would like to work	5	(7.353)
Not employed, and do not care to work while attending college	6	(8.824)
60. When would you prefer to take your classes?		
Weekday mornings	17	(25.000)
Weekday evenings	33	(48.529)
Weekday afternoons	2	(2.941)
Anytime during the week	4	(5.882)
Anytime during the weekend	2	(2.941)
No preference	3	(4.412)
61. Do you plan to enroll at our college next term?		
Yes	48	(70.588)
No, I will complete my program this term.	6	(8.824)
No, but I plan to return at some future date.	1	(1.471)
No, I plan to transfer to another college.	4	(5.882)
No, I have no plans for additional education at this time.	1	(1.471)
I do not yet know my plans for next term.	8	(11.765)
62. Financial Aid		
I have received financial aid.	19	(28.358)
I have applied for financial aid, but was denied.	7	(10.448)
I have not applied for financial aid, but plan to apply in the future.	5	(7.463)
I do not think I will ever apply.	36	(53.731)

	did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
63. Admissions	---	4	53	8	17
64. Registrar's Office	---	2	58	6	16
65. Business Office	3	5	53	8	12

Appendix E

		did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
66.	Academic Advising	3	21	36	9	13
67.	Counseling	5	36	16	9	3
68.	Reading, Writing, Math, and Study-Skills Improvement	15	45	7	---	2
69.	Tutoring	13	50	2	3	1
70.	Minority Affairs-International Intercultural Services	45	23	---	---	1
71.	College Cultural Programs	36	28	3	---	1
72.	Recreation Programs	7	46	12	3	1
73.	Financial Aid	4	48	13	3	8
74.	Student Work-Study	16	47	4	---	4
75.	Career Resource Center	30	32	4	1	3
76.	Job Placement	31	35	---	1	4
77.	Housing Assistance	27	39	2	---	---
78.	Student Activity Center Food Service	27	23	12	5	2
79.	Health Insurance	21	45	3	---	1
80.	Library (LRC)	3	20	36	5	13
81.	Child Care	45	20	3	---	2
82.	Bookstore	---	3	61	3	16
83.	Parking	2	9	49	7	16
84.	Campus Security	30	22	11	6	1
85.	Testing	19	24	21	3	2
86.	Student Government Extra-Curricular Activities	21	212	2	1	2
87.	Audio-Visual Facilities	26	34	7	1	---
88.	Veterans' Affairs	9	28	28	2	7
89.	Transportation Services	56	12	---	---	---
90.	Outreach Services	48	18	2	---	---
91.	Intercollegiate Sports	17	49	2	---	1
92.	Career Exploration Workshops and Counseling	44	23	1	---	1
93.	Forum-A Activities	30	24	13	---	1

94. If we compress our calendar into two twelve week semesters, would you attend evening classes that met for three hours and ten minutes per week?

Yes	36	(52.941)
No	32	(47.059)

95. If you are currently enrolled in evening classes and we expand them in length, would you take the same number of classes next year?

Yes	27	(42.188)
No	37	(57.183)

96. Would you attend evening classes twice a week for one hour and 35 minutes instead of once a week for 3 hours and 10 minutes?

Yes	24	(36.364)
No	42	(63.636)

2-YEAR ASSOCIATE DEGREE NURSING PROGRAM

DETAILED RESPONSES
ENTERING AND
CONTINUING STUDENT SURVEY

	#	Percent
1. Sex		
Female	8	(91.837)
Male	90	(8.163)
2. Describe Yourself		
American Indian or Alaskan Native	2	(2.041)
Black or Afro-American	1	(1.020)
White or Caucasian	88	(89.796)
Franco-American	98	(6.122)
Asian, Pacific Islander, or Filipino	1	(1.020)
3. Age		
Under 18	19	(19.388)
18 to 22 years	14	(14.286)
23 to 25 years	28	(28.571)
26 to 30 years	28	(28.571)
31 to 40 years	7	(7.143)
41 to 50 years	1	(1.020)
51 to 60 years	1	(1.020)
61 years or more		
4. Marital Status		
Yes	62	(63.265)
No	36	(36.735)
5. Number of Children		
None	45	(45.918)
One	16	(16.327)
Two	24	(24.490)
Three	5	(5.102)
Four	6	(6.122)
Five or more	2	(2.041)
6. Children zero to five years		
None	58	(73.913)
One	18	(19.565)
Two	6	(6.522)
Four		
Five or more		
7. Children six to ten years		
None	69	(73.404)
One	22	(23.404)
Two	3	(3.191)
Three		
Five or more		

	#	Percent
8. Children eleven to fifteen years		
None	77	(81.915)
One	12	(12.766)
Two	3	(3.191)
Three	2	(2.128)
Four		
Five or more		
9. Children sixteen or older		
None	81	(89.011)
One		
Two	3	(3.297)
Three	2	(2.198)
Four	3	(3.297)
Five or more	2	(2.198)
10. Do you have a permanent handicap?		
No	90	
Yes, restricted mobility	1	
Yes, restricted vision	1	
Yes, but I prefer not to record it on this form	4	
11. If yes, are you aware of services available to the handicapped?		
Yes	16	(53.333)
No	14	(46.667)
12. Do you perceive that there are barriers to pursuing any activity at UMA?		
Yes	37	(43.023)
No	49	(56.977)
13. Are you a veteran?		
Yes	6	(6.250)
No	90	(93.750)
14. If yes, how long have you been separated from active duty?		
One year or less	1	(25.000)
Two years	1	(25.000)
Three to five years	1	(25.000)
Five to ten years	1	(25.000)
Eleven years or more		
Spurious		
15. Are you receiving educational benefits from the Veterans' Administration?		
Yes	3	(3.750)
No	77	(96.250)

	#	Percent
16. Are you receiving educational benefits from the State Bureau of Veterans' Affairs?		
Yes	2	(2.564)
No	76	(97.436)
17. What is your monthly rent or mortgage payment?		
None	14	(14.433)
Up to $150	36	(37.113)
$150 to $200	25	(25.773)
$200 to $250	13	(13.402)
$250 to $300	6	(6.186)
$300 to $350	2	(2.062)
$350 to $400	1	(1.031)
$400 and up		
18. Are you a transfer student?		
Yes	30	(30.612)
No	69	(69.388)
19. The following best describes transfer experience to UMA.		
I received full transfer.	12	(33.333)
I received partial credit and transfer.	23	(63.889)
I received no credit and transfer.	1	(2.778)
20. Satisfied or dissatisfied with transfer		
Satisfied	27	(79.412)
Dissatisfied	7	(20.588)
21. First semester ever attended UMA		
Yes	8	(8.333)
No	86	(89.583)
22. Previously enrolled in any postsecondary education institution		
No, not been previously enrolled.	31	(31.959)
Yes, at this institution.	14	(14.433)
Yes, at a public two-year college.	5	(5.155)
Yes, at a public four-year college.	15	(15.464)
Yes, at a private college or university.	18	(18.557)
Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school.	2	(2.062)
Other _____	1	(1.031)

	#	Percent
23. Institutional Factors		
Academic reputation of UMA	8	
Course offerings	76	
Costs	55	
Availability of Financial Aid	19	
Institution's social reputation	1	
Close to home	71	
Range and availability of student services	---	
Inconvenient to go elsewhere	54	
Other _____	2	
24. Personal Factors		
Former student's advice	11	
Teacher's or friend's advice	17	
Counselor's advice	16	
Employer's suggestion	3	
Will help me retain or improve my current employment	42	
Wanted a change of scenery or location	3	
I can identify with fellow students	2	
Parent's advice	2	
Other _____	24	
25. How did you learn about our college?		
From people at my high school	7	
From relatives, friends, or acquaintances	52	
From a representative of this college	17	
From a college placement service or some other education-information service	4	
From a college catalog	31	
From material I received in the mail	7	
From material I read in a newspaper or magazine	13	
From a radio or TV advertisement	9	
From an information display at an education fair, shopping center, county fair, or similar location	7	
Other _____	8	
26. Was our college your first choice?		
Yes	70	(71.429)
No	27	(27.551)
27. If no, what kind of college was your first choice?		
A public two-year college	1	(2.632)
A public four-year college	12	(31.579)
A private college or university	9	(23.684)
A vocational/technical school, hospital school of nursing, trade school, or business school	11	(28.947)
Other _____	2	(5.263)

	#	Percent
28. How long at our college?		
One semester	3	(3.125)
One year	17	(17.708)
Two years	34	(35.417)
Three years	30	(31.250)
Four years	6	(6.250)
More than four years	6	(6.250)
29. Full- or part-time student		
Full-time (over 12 credits)	68	(69.388)
Part-time (under 12 credits)	30	(30.612)
30. Enrolled in day or evening courses		
Day	88	(90.722)
Evening	5	(5.155)
31. What UMA sites do you attend?		
Augusta	75	
Lewiston/Auburn	3	
Bath	1	
Topsham	---	
Belfast	1	
Camden	9	
Rockland	27	
Waldoboro	1	
32. Maximum distance willing to travel to take courses		
0 to 10 miles	19	(19.388)
10 to 20 miles	20	(20.408)
20 to 30 miles	25	(25.510)
over 30 miles	34	(34.694)

GOALS	1st	2nd	3rd	Attaining
33. increase knowledge	79	8	3	55
34. obtain a degree	82	10	---	48
35. complete courses for transfer	12	20	39	24
36. other _____	3	2	9	7
37. discover career interests	25	20	34	29
38. formulate career plans	45	23	19	30
39. prepare for a new career	62	17	11	41
40. other _____	4	2	5	6
41. improve knowledge for career	79	4	3	48
42. increase chances for promotion	27	15	36	24
43. other _____	---	---	16	5

GOALS (cont'd.)	1st	2nd	3rd	Attaining
44. become involved in student life	1	5	65	15
45. increase participation in cultural events	6	7	65	11
46. to meet people	9	25	46	26
47. increase participation in athletic events	---	5	67	10
48. other _____	1	5	9	8
49. increase self-confidence	29	28	21	37
50. improve leadership skills	23	34	22	33
51. improve ability to get along with others	18	16	40	30
52. learn skills	39	27	15	36
53. develop ability to be independent, self-reliant, and adaptable	42	24	14	40
54. other _____	---	1	5	3

55. Current Degree Status

Not seeking a certificate or degree	1	(1.020)
Certificate of one year or less	---	---
Certificate of more than one year	---	---
Associate Degree	97	(98.980)
Bachelor's Degree	---	---
Graduate or professional degree	---	---

56. Ultimate Degree Status

Not seeking a certificate or degree	2	(2.083)
Certificate of one year or less	---	---
Certificate of more than one year	1	(1.042)
Associate Degree	19	(19.792)
Bachelor's Degree	52	(54.167)
Graduate or professional degree	19	(19.792)

57. How long in this degree program

One year or less	28	(19.167)
One to two years	32	(33.333)
Two to three years	29	(30.208)
Three to four years	5	(5.208)
Four or more years	2	(2.083)

58. Intended enrollment status

Primarily for credit-full-time	58	(60.417)
Primarily for credit-part-time	38	(39.583)
Primarily not for credit	---	---

	#	Percent
59. Primary employment status		
Employed more than 30 hours per week	10	(10.204)
Employed less than 30 hours per week	35	(35.714)
Homemaker, not employed outside home	14	(14.286)
Not employed, but would like to work	9	(9.184)
Not employed, and do not care to work while attending college	29	(29.592)
60. When would you prefer to take your classes?		
Weekday mornings	66	(67.347)
Weekday evenings	6	(6.122)
Weekday afternoons	12	(12.245)
Anytime during the week		
Anytime during the weekend	6	(6.122)
No preference		
61. Do you plan to enroll at our college next term?		
Yes	46	(47.917)
No, I will complete my program this term.	34	(35.417)
No, but I plan to return at some future date.	5	(5.208)
No, I plan to transfer to another college.	2	(2.083)
No, I have no plans for additional education at this time.		
I do not yet know my plans for next term.		
62. Financial Aid		
I have received financial aid.	41	(43.158)
I have applied for financial aid, but was denied.	19	(20.000)
I have not applied for financial aid, but plan to apply in the future.	7	(7.368)
I do not think I will ever apply.	27	(28.421)

	did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
63. Admissions	5	3	65	16	13
64. Registrar's Office	3	7	66	13	12
65. Business Office	3	13	55	19	13

Appendix F

		did not know about service	knew but did not use it	used and was satisfied	used but was dissatisfied	essential to my needs
66.	Academic Advising	7	36	36	17	7
67.	Counseling	3	38	36	16	8
68.	Reading, Writing, Math, and Study-Skills Improvement	9	60	18	8	1
69.	Tutoring	29	58	4	1	1
70.	Minority Affairs-International Intercultural Services	65	22	---	1	3
71.	College Cultural Programs	46	43	2	2	1
72.	Recreation Programs	14	63	11	3	2
73.	Financial Aid	----	42	33	11	15
74.	Student Work-Study	11	65	9	5	4
75.	Career Resource Center	44	41	3	4	1
76.	Job Placement	44	43	1	3	1
77.	Housing Assistance	41	42	5	4	2
78.	Student Activity Center Food Service	30	28	21	14	2
79.	Health Insurance	8	65	16	3	3
80.	Library (LRC)	3	13	55	15	19
81.	Child Care	60	28	2	---	1
82.	Bookstore	2	8	65	9	25
83.	Parking	7	9	54	12	17
84.	Campus Security	42	34	11	4	3
85.	Testing	20	13	37	19	7
86.	Student Government Extra-Curricular Activities	22	57	9	3	2
87.	Audio-Visual Facilities	10	37	32	11	8
88.	Veterans' Affairs	24	61	3	2	1
89.	Transportation Services	63	24	2	2	2
90.	Outreach Services	59	27	3	2	2
91.	Intercollegiate Sports	18	69	2	2	1
92.	Career Exploration Workshops and Counseling	52	33	5	2	2
93.	Forum-A Activities	50	32	6	1	2

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94. If we compress our calendar into two twelve week semesters, would you attend evening classes that met for three hours and ten minutes per week?

Yes	36	(37.895)
No	59	(62.105)

95. If you are currently enrolled in evening classes and we expand them in length, would you take the same number of classes next year?

Yes	16	(23.529)
No	52	(76.471)

96. Would you attend evening classes twice a week for one hour and 35 minutes instead of once a week for 3 hours and 10 minutes?

Yes	30	(34.483)
No	57	(65.517)

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